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ABSTRACT

This document reports the research efforts in Louisiana to develop a model teacher preparation program in health occupations education (HOE). Chapter I describes the procedures used to develop a current profile of HOE teachers in Louisiana and to determine the educational needs of HOE teachers. Chapter II is a report on the research that identified the professional education competencies needed by HOE teachers and that determined their present level of competency. An 11-page table illustrates results indicating perceived importance and teacher's individual assessment of competence for each of the 155 competencies. Chapter III describes the steps taken in the development of a Vocational Health Occupations Teacher Education Model for Louisiana. The final draft containing six educational options is presented. Requirements for each option are detailed. Descriptions follow of the courses to be developed in order to implement the various options. Objectives are listed for each course. Appendixes, amounting to over one-third of the report, include cover letters and instruments, minimum requirements for teachers of secondary and postsecondary health occupations programs, classification of instructional programs in health occupations, and suggested readings. (YLB)

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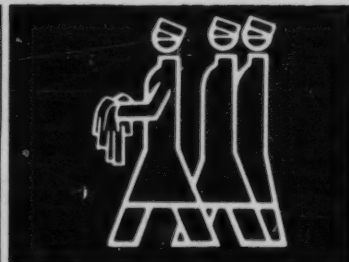
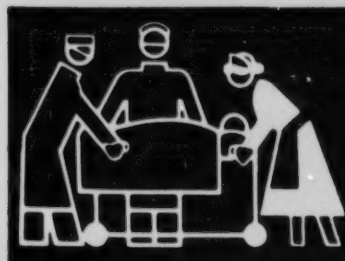
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HEALTH OCCUPATIONS TEACHER EDUCATION

MODEL CURRICULUM

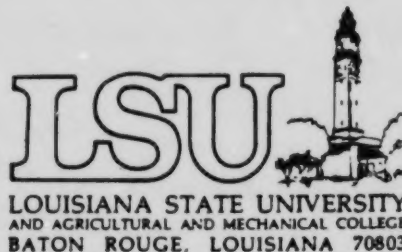
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Special recognition is given to six outstanding health occupations education (HOE) teacher educators and three Louisiana HOE project advisors. These professionals gave of their time and expertise to share their HOE teacher education programs and their HOE experiences with the research team. This enabled the team to write a model teacher education program which is based on actual experiences, the foresight of respected professionals in the HOE service area, and all the trial and error that has preceded this effort. The Louisiana State University Vocational Health Occupations Teacher Education Model is not a "new" program. It is, however, a combination of all the strengths and hard work of the following professionals:

HOE Teacher Educators

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I

THE BIRTH OF A TEACHER EDUCATION PROGRAM

Health Occupations Education (HOE) is the newest of the Nation's vocational education service areas. The goal of HOE is to provide students with preparation in the skills, knowledge, and attitudes necessary for successful employment in the health care services.

Program objectives of HOE differ according to the category of training and the level of proficiency attained. HOE programs are offered in a variety of settings. These include comprehensive high schools and area career centers at the secondary level, post-secondary community colleges and vocational institutes, public and private colleges and universities, proprietary schools, government and private agencies, community services, hospitals and clinics.

Approximately 250 health care service jobs have been identified in the Dictionary of Occupational Titles. The U.S. Office of Education classifies these health care service jobs into nine divisions (see Appendix D for a detailed listing of program classifications):

- 07.01 Dental
- 07.02 Medical Laboratory Technology
- 07.03 Nursing
- 07.04 Rehabilitation
- 07.05 Radiologic
- 07.06 Ophthalmic
- 07.07 Environmental Health
- 07.08 Mental Health Technology
- 07.09 Miscellaneous Health Occupations Education

The impact of medicare and medicaid legislation, new health care technologies, the wide spread utilization of private medical insurance, and the increased accessibility to medical care facilities has emphasized the need for more health care workers.

The United States Department of Labor projects that the strong demand for workers in health care will continue through the 1980's. Educational programs designed to prepare health care workers have grown dramatically in the past decade.

Vocational programs in health occupations came into existence in 1917 with the passage of the Smith-Hughes Act. While this legislation recognized only agriculture, home economics, and trade and industrial education as vocational service areas, a limited number of practical nursing programs were started under the broadly defined "trade and industrial" provisions of the Act. HOE was specifically mentioned in the George-Barden Act of 1946 which made funds available for teaching practical nursing.

A decade later, HOE was identified as part of vocational education when the Health Amendments Act was passed. The Vocational Education Act of 1963 further supported HOE. In 1969, the American Vocational Association (AVA) recognized HOE as a separate vocational area and gave it status as a division of the organization.

Today, health occupations education is officially recognized by the federal government as an autonomous vocational service area. There are educational specialists in the United States Department of Education for HOE; students in HOE have their own vocational youth organization, Health Occupations Students of America (HOSA); and the National Center for Educational Statistics has given HOE its own instructional program codes.

While HOE has become recognized as a separate vocational service area, provisions for the preparation of HOE teachers have not developed as independently. Historically, HOE evolved from the administration and

supervision of another vocational service area; consequently other vocational service areas have prepared HOE teachers. However, preparation of HOE teachers, both pre-service and inservice, has begun to emerge under its own direction in many states.

The pioneering efforts in creating quality HOE teacher preparation programs must be applauded. The need to share these efforts and to promote more quality HOE teacher preparation programs is crucial to the preparation of good teachers and to the ultimate training of health care workers.

This document shares the research efforts in Louisiana to develop a model teacher preparation program in HOE. The results of this research reflect the combined efforts of some of the most outstanding HOE teacher educators and programs in the United States.

Professional Education Needs of HOE Teachers in Louisiana

In 1980, the School of Vocational Education at Louisiana State University received a grant from the Louisiana Department of Education to conduct research in the area of health occupations education. The title of the research funded was Professional Education Needs of Health Occupations Educators in Louisiana.

The study had three major objectives:

- (1) develop a professional education profile and identify the educational needs of HOE teachers in Louisiana;
- (2) identify the professional education competencies which should be possessed by HOE teachers and determine their present level of competency; and,
- (3) develop a model HOE teacher education program.

The remainder of this document will describe the procedures used to accomplish these objectives and the results. The procedures, findings, conclusions, and model developed may serve as a guide for other vocational areas and/or universities.

The Quest to Develop a Current Profile of HOE Teachers in Louisiana

In March of 1981, an instrument designed to gather demographic data about HOE teachers was mailed to all secondary and post-secondary HOE teachers in Louisiana. (See Appendix B.) The list of names was secured from the coordinator of HOE in the Louisiana Department of Education. A total of 214 HOE teachers were surveyed. Responses were received from 185 teachers, thus giving a response rate of 86 percent. The Louisiana HOE teachers can be described as follows:

Education. Half of the teachers possessed a baccalaureate degree as the highest earned. Five percent of the teachers had associate degrees, four percent possessed a master's degree, and four percent had earned the educational specialist certificate. About 40 percent of the teachers had three year diplomas. Most of the three year diplomas were in the area of nursing. At the time the research was conducted none held doctorates, but since, one has earned the Ph.D. degree. These statistics are displayed in Figure 1.

As shown in Figure 2, the field of study for 80 percent of the teachers with the baccalaureate degree was nursing. Nine percent of the degrees were in biology and eight percent were in education.

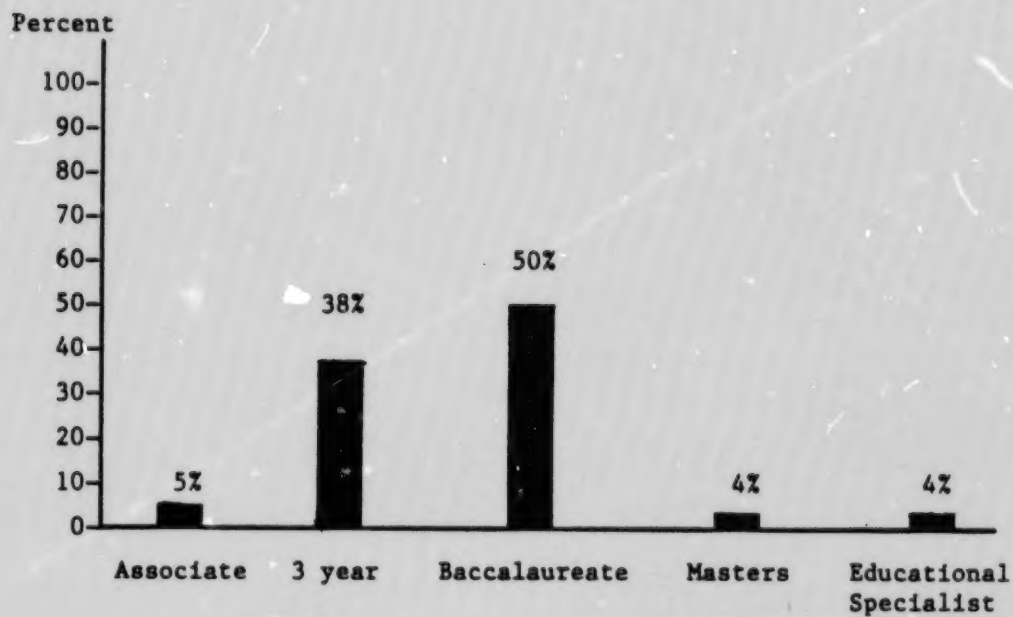


Figure 1. Educational Background of HOE Teachers

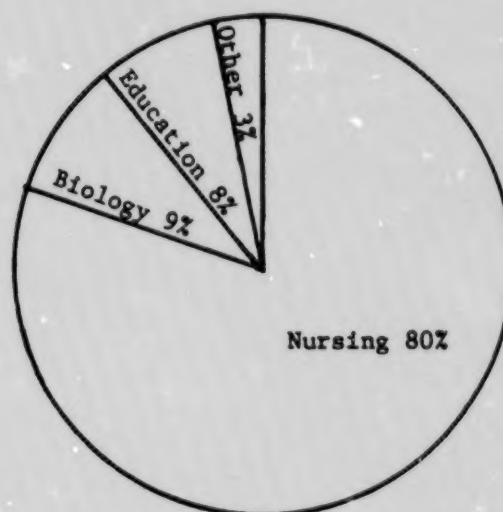


Figure 2. Baccalaureate Field of Study for HOE Teachers

Personal Characteristics Teachers ranged from 24 to 68 years of age. The average age was 40. The research revealed 97 percent of the population of HOE teachers were female. Selected characteristics of the teachers are listed in Table 1. Teachers had an average of 7.5 years of teaching experience ranging from one to 38 years. Half of the teachers had taught less than 5 years. The mean number of years experience in the health industry was 11. The range was from one to 40.

Table 1
Characteristics of HOE Teachers

Characteristic	Mean	Range	Standard Deviation
Age	40.2	24-68	11.2
Teaching Experience	7.6	1-38	6.7
Health Work Experience	11.0	1-40	8.1

The majority of the teachers were teaching at the post-secondary level. Seventy-four percent of the teachers indicated they were employed at the post-secondary level while the remaining 26 percent were employed at the secondary level. (See Figure 3.)

As seen in Figure 4, most of the programs in HOE were concerned with nursing. Some type of nursing preparation, primarily licensed practical nurse, was being taught by 77 percent of the teachers. Five percent of the programs concentrated on dental careers, four percent on medical laboratory jobs, and the remaining fourteen percent were distributed across nine different health areas.

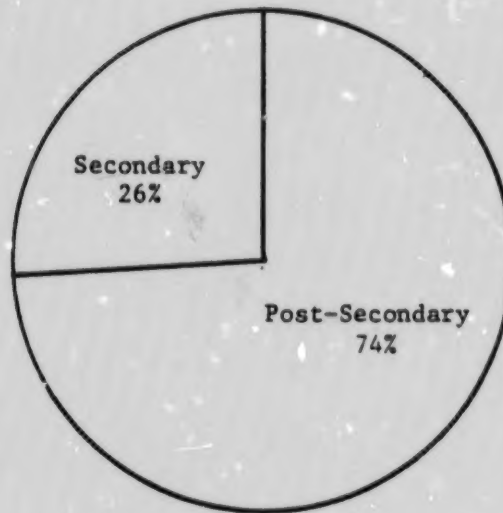


Figure 3. Percentages of HOE teachers in Post-secondary and Secondary Programs

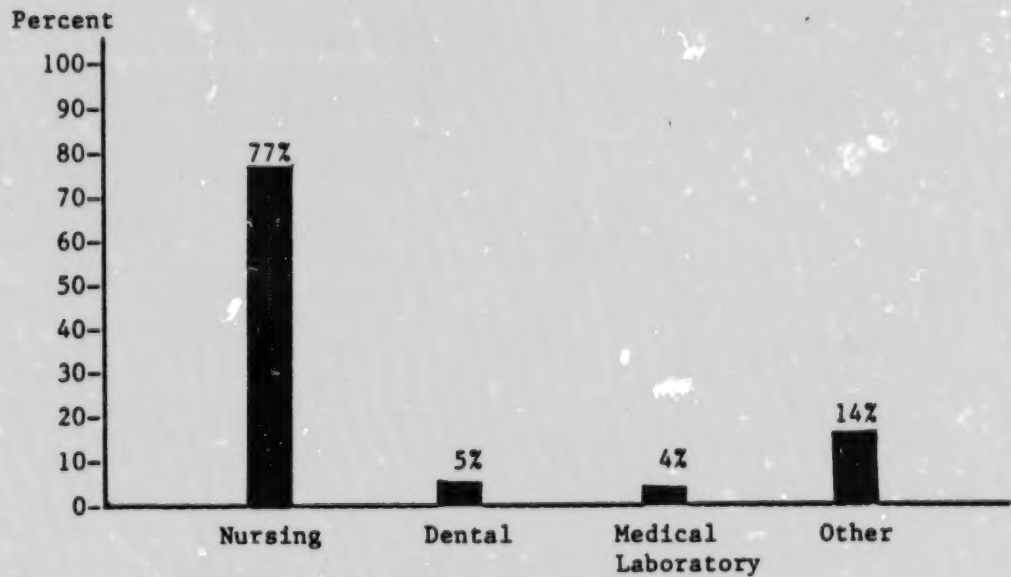


Figure 4. Distribution of HOE Teachers According to Program Emphasis

Determining the Educational Needs of HOE Teachers in Louisiana

The instrument used to gather demographic data about the HOE teachers also contained items designed to determine their perceived educational needs. Eighty-eight percent of the teachers had not completed any teacher education courses prior to teaching (see Figure 5). When asked, "Do you think that a vocational health occupations teacher education program should be instituted in Louisiana?", 92 percent of the HOE teachers said, "Yes."

The educational aspirations of the teachers were determined. Eighteen percent of the teachers indicated they had no interest in any further education. The remaining 82 percent said they would be interested in degree programs which contained HOE teacher education courses.

Thirty-two percent of the teachers were interested in pursuing a baccalaureate degree. Forty-three percent of the teachers expressed a desire to pursue a master's degree. Four percent of the teachers were interested in the educational specialist certificate while three percent of the HOE teachers desired to pursue the doctorate. This information is displayed in Figure 6.

According to the research findings, the HOE teachers in Louisiana desire a teacher education program designed specifically for them. B.S. and M.S. degree options would need to be included to serve the large number of teachers desiring these higher levels of education.

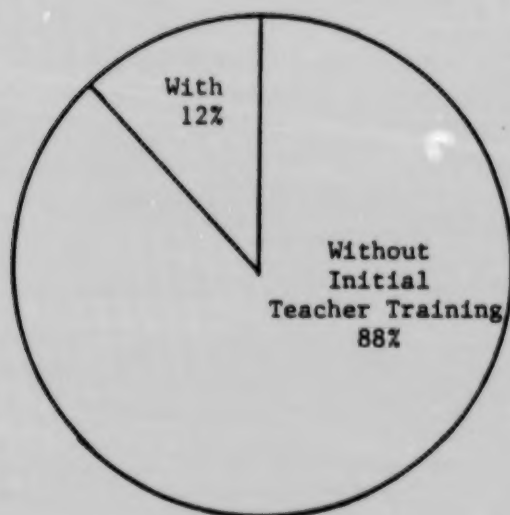


Figure 5. HOE Teachers with Teacher Training Prior to Teaching

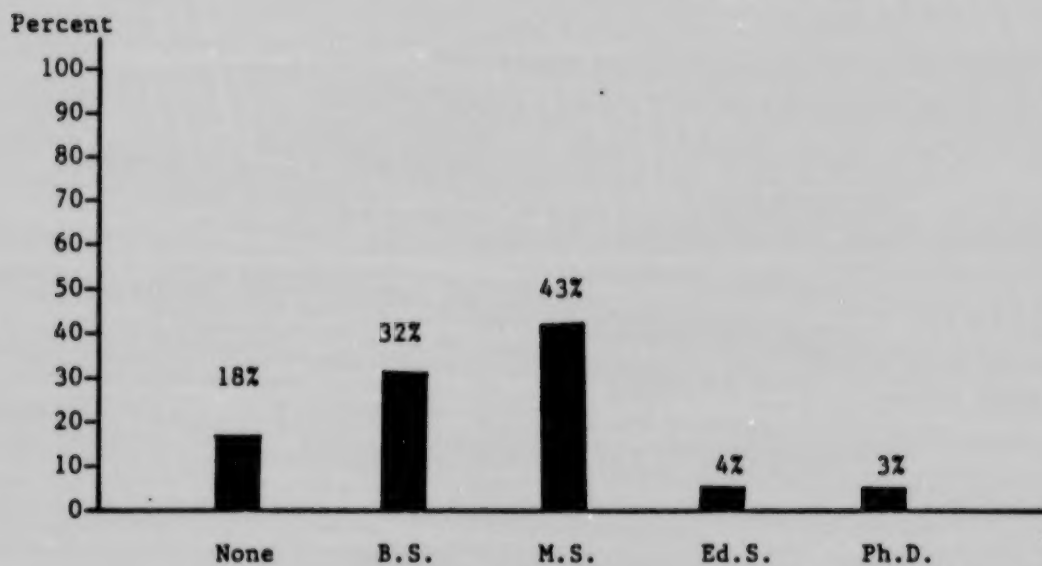


Figure 6. Educational Aspirations of HOE Teachers

II

PROFESSIONAL COMPETENCIES NEEDED BY HEALTH OCCUPATIONS EDUCATION TEACHERS IN LOUISIANA

The second major objective of the research was to identify which professional education competencies should be possessed by HOE teachers. In addition, the HOE teachers were asked to assess their level of accomplishment for each competency. This phase of the research was conducted by Connie Casente, nursing instructor at Young Memorial Vocational-Technical School, as part of her doctoral dissertation.

Competencies Needed

An instrument which listed 155 competencies was developed after a review of the literature related to professional education competencies needed by vocational educators, specifically health occupations educators. The instrument was submitted to a panel of experts to verify its content validity. This instrument can be found in Appendix B . The teachers surveyed were asked to rate each competency on a six-point scale as follows:

- 6 = Very high importance
- 5 = High importance
- 4 = High medium importance
- 3 = Low medium importance
- 2 = Low importance
- 1 = Very low importance
- N/A = Not applicable

The population for the research was comprised of 214 HOE teachers employed in Louisiana during the spring of 1981. The instruments were distributed at the Health Occupations Education Teacher Inservice Workshop for post-secondary instructors in March of 1981 and at a HOSA work-

shop three weeks later. Time was provided on the programs for collection of the data. Teachers who did not attend either conference received instruments in the mail. Follow-up letters, phone calls, and personal visits were utilized to collect missing data. A total of 196 instruments were completed and returned. The data were then summarized electronically and the competencies were listed in order of most importance to least importance. The first column of Table 2 contains the ranked list of competencies (see page 13).

The competencies which were rated the most important by HOE teachers were those concerned with the clinical setting. The highest rated competency with a mean of 5.86 was "Supervise student practice in a clinical environment." This was followed closely by the competency, "Orient students to their professional responsibilities in the clinical setting," with a mean score of 5.85.

The competency with the lowest mean, 3.61, was "Present information by having students read the chapter and answer questions in the book." It should be noted that the items at the bottom of the table in rank order were still rated of medium importance or higher. It appears that all items on the instrument are considered important by the HOE teachers.

Perceived Level of Competence

A parallel version of the previous instrument was developed to determine how competent the HOE teachers perceived themselves to be (see Appendix B). All 155 competencies were listed on the instrument. This instrument was mailed to the teachers in August of 1981. The teachers were asked to rate how competent they perceived themselves to be on each competency using the following scale:

- 6 = High level of competency
- 5 = Above average level of competency
- 4 = Average level of competency
- 3 = Below average level of competency
- 2 = Minimal level of competency
- 1 = No level of competency
- 0 = Not applicable to my program

Responses were received from 93 teachers. Caution should be utilized in interpreting the data because of the low response rate. The primary reasons for the low response rate was that the personnel involved in this aspect of the research were assigned other duties and there was a time lag before new personnel completed the research.

The competencies the teachers rated as being performed with the highest level of competence was "Identify new equipment and materials needed in health occupations course for the academic year." This was followed by "Give a lecture." The teachers' assessments of their perceived level of competence for all 155 competencies are presented in the second column of Table 2.

Interestingly, the items on which the teachers rated themselves the most competent were not the items they had earlier rated as being the most important. On the clinical items which had been rated the most important, the teachers rated themselves below average in competence. Moreover, the HOE teachers rated themselves below average on 73 of the 155 competencies.

An implication of these data is that HOE teachers need additional specific preparation to develop competencies in the areas which they have rated as being of greatest importance. The reader of this document is encouraged to carefully study Table 2. The importance of each competency and the perceived accomplishment of that competency are displayed side by side.

TABLE 2
Health Occupations Education Competencies

Competency Statement	Perceived Importance ^a		Teacher's Individual Assessment of Competence ^b	
	Mean	Rank	Mean	Rank
Supervise student practice in a clinical environment.	5.86	1	2.83	90
Orient students to their professional responsibilities in the clinical setting.	5.85	2	2.91	85
Give appropriate feedback for student performance in a clinical environment.	5.82	3	2.84	88
Correct a student for a violation of standards of behavior or appearance in the clinical environment.	5.82	4	2.95	83
Prepare and conduct clinical evaluation conferences.	5.81	5	4.70	13
Interpret to students acceptable standards of behavior and appearance in the clinical environment.	5.80	6	2.94	84
Direct students in the practice of manipulative skills.	5.79	7	4.47	27
Encourage students to exercise self-discipline	5.77	8	2.95	82
Demonstrate exemplary professional and personal conduct.	5.76	9	3.14	77

^a Rating Scale:

Importance				
High	Medium		Low	
6 5	4	3	2 1	N/A

^b Rating Scale:

- 6-High level of competency
- 5-Above average level of competency
- 4-Average level of competency
- 3-Below average level of competency
- 2-Minimal level of competency
- 1-No level of competency
- 0-Not applicable to my program

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Exchange ideas with other teachers.	5.76	10	3.04	81
Acquire new occupational skills needed to keep pace with technological advancement in health occupations.	5.75	11	2.83	89
Direct students in charting techniques. (record keeping)	5.73	12	4.47	28
Demonstrate a manipulative skill (procedure).	5.72	13	5.03	3
Evaluate a student's readiness to enter the clinical environment.	5.70	14	2.76	97
Assist teachers who are new in the system.	5.68	15	2.68	106
Identify learning outcomes best achieved in the clinical setting.	5.64	16	2.60	113
Select methods of evaluating students' performance throughout a unit.	5.62	17	4.39	34
Maintain an active and continuing interest in professional field through reading, attendance at meetings and publication activities.	5.59	18	2.86	87
Direct student activities on job related projects, laboratory projects and activities.	5.58	19	4.45	31
Sequence performance goals (terminal objectives) for a course.	5.57	20	4.10	48
Present information with displays, models and real objects.	5.57	21	4.19	44
Assess quality of on-the-job training.	5.56	22	4.87	7
Formulate with students acceptable standards of behavior.	5.56	23	2.82	91
Use audio visual materials.	5.55	24	4.34	37
Determine objectives for a unit.	5.55	25	4.63	16
Select materials and equipment for a lesson demonstration.	5.53	26	4.61	17

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Correlate instruction with on-the-job training.	5.53	27	2.63	109
Make valid recommendations regarding needed revision and improvement of health care procedures and equipment.	5.53	28	2.72	101
Prepare teaching materials.	5.52	29	4.47	26
Supervise on-the-job training.	5.52	30	2.69	103
Prepare a lesson plan. (Integrate objectives, learning experiences, evaluation, teaching techniques, and learning resources.)	5.52	31	4.08	50
Arrange for essential safety apparel and devices.	5.51	32	2.55	117
Give an illustrated talk.	5.49	33	4.73	10
Coordinate actions of student-learners with other members of a health care team.	5.49	34	2.78	96
Identify the specific objectives for a lesson.	5.48	35	4.46	30
Plan for the use of patients in training demonstrations or practice sessions.	5.48	36	2.75	98
Counsel students with problems adjusting to illness or death.	5.47	37	2.69	105
Assess the reliability of instructional tests.	5.46	38	4.60	19
Select job tasks, conditions, and standards for which instructional plans are to be designed.	5.45	39	4.58	22
Select methods of evaluating students' attainment lesson objectives.	5.44	40	4.31	40
Assess the validity of instructional tests.	5.43	41	4.65	15
Place students in appropriate on-the-job training stations.	5.42	42	2.39	125

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Analyze statutes regulating health occupations to determine training needs.	5.41	43	2.65	108
Arrange layout of laboratory to simulate clinical environment.	5.40	44	2.58	114
Conduct a counseling session with a student.	5.39	45	2.80	93
Obtain textbooks, references and other printed instructional material.	5.39	46	4.91	5
Assist students in developing good study habits.	5.39	47	2.72	100
Maintain records of individuals placed in on-the-job training.	5.39	48	2.37	128
Identify the unit topics for a course.	5.36	49	4.60	18
Update professional personnel file regularly.	5.36	50	2.73	99
Formulate a system of grading consistent with school policy.	5.35	51	4.92	4
Identify the competencies needed for entry into an occupation.	5.35	52	4.14	47
Select teaching techniques for a lesson.	5.35	53	4.59	20
Give a lecture.	5.34	54	5.16	2
Use cumulative data on students' ability and achievement in evaluating performance.	5.33	55	4.51	25
Complete reports required by state department of education. (State Board of Nurse Examiners or the like.)	5.33	56	2.37	127
Present information to students on employment opportunities.	5.31	57	2.80	92
Identify lesson topics for a unit.	5.31	58	4.14	46
Assist seniors/graduates in preparing for interview with potential employers.	5.30	59	2.70	102

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Identify new equipment and materials needed in a health occupations course for the academic year.	5.29	60	5.40	1
Work with other teachers and counselors to help students with individual problems.	5.29	61	2.69	104
Introduce a lesson or unit.	5.27	62	3.44	67
Maintain a record of safety instructions presented in compliance with safety laws and regulations.	5.27	63	2.50	119
Schedule laboratory equipment for maximum utilization.	5.27	64	2.55	115
Recommend reference books and periodicals that should be added to the library.	5.27	65	4.41	32
Inform the school and community about the health occupations program.	5.26	66	2.40	124
Use analogies to present information.	5.26	67	4.82	8
Maintain working relationships with the school supporting staff.	5.25	68	2.78	95
Assess the adequacy and relevancy of the health occupations program facilities and equipment.	5.25	69	3.99	54
Summarize a lesson or unit.	5.25	70	3.39	70
Give an assignment.	5.24	71	4.91	6
Establish policies for student learners and on-the-job education.	5.20	72	2.31	130
Establish criteria for selection of student-learners for on-the-job education.	5.20	73	2.30	132
Evaluate textbooks for content validity, reading level, and sex/cultural bias.	5.20	74	4.58	21
Prepare information sheets (handouts) and assignment sheets.	5.18	75	4.77	9

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Assess the relevancy of the course offerings in the health occupations program.	5.17	76	3.23	75
Obtain information from employers or job supervisors regarding the quality of health occupations instruction.	5.16	77	4.70	12
Select and modify prefabricated or commercial aids for a lesson. (charts, transparencies, motion picture, video tape, slides, audio tapes)	5.15	78	4.56	24
Structure a filing system for records, report forms, student files and instructional materials.	5.15	79	2.37	126
Provide remedial practice sessions.	5.14	80	4.17	45
Employ oral questioning techniques.	5.11	81	3.38	71
Assign grades.	5.11	82	4.57	23
Present information with assistance of a resource person.	5.10	83	4.39	33
Describe organizational flow chart of the clinical facility.	5.09	84	2.63	110
Provide for student participation in the evaluation of instruction.	5.08	85	4.32	39
Inventory teaching materials, supplies and equipment.	5.05	86	2.55	116
Develop long-range plans for the health occupations program.	5.04	87	3.97	56
Maintain anecdotal records on students.	5.04	88	2.51	118
Provide for articulation between health occupations programs.	5.03	89	3.85	60
Write letters of recommendation for students/graduates.	5.03	90	2.66	107
Present information through team teaching.	5.01	91	4.69	14

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Construct subject matter diagnostic tests.	5.00	92	4.46	29
Prepare budget for equipment, supplies and travel.	4.98	93	2.78	94
Eliminate student deficiencies in attainment of a training objective.	4.93	94	4.39	36
Confer with student and parents.	4.93	95	2.24	134
Assist students/graduates in securing and in filling out applications for jobs, scholarships, educational loans, or college admissions.	4.87	96	2.62	111
Obtain follow-up data from employers of graduates.	4.84	97	3.64	64
Assess effectiveness of instruction through use of student's records.	4.84	98	4.71	11
Prepare a long-range budget which identifies the financial needs of the health occupational program.	4.77	99	3.11	79
Interpret national standardized tests, occupational tests, and inventories to students.	4.76	100	2.14	135
Prepare news releases on activities of your program.	4.76	101	1.97	142
Work effectively with the advisory committee.	4.76	102	3.93	57
Maintain continual follow-up information on placement, employment, and training status of each graduate.	4.75	103	3.13	78
Present information by the use of individualized instruction.	4.73	104	4.33	38
Speak to school and community groups on health occupations programs.	4.73	105	2.04	140
Conduct an open house to familiarize members of the school and community with activities of health occupations programs.	4.72	106	2.10	138

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Participate in the development of policies regarding school-community relations.	4.72	107	2.03	141
Develop health occupations courses by clustering and sequencing related tasks.	4.72	108	3.65	63
Determine group and individual learning experiences for a lesson based on individual differences of students.	4.71	109	4.28	41
Determine reasons students drop out of health occupations programs.	4.69	110	3.71	62
Participate in experimental and other data collecting research activities.	4.64	111	2.47	120
Serve in professional non-vocational organizations to improve the image of the health occupations program.	4.63	112	2.26	133
Serve professional organizations as an officer and/or chairman or member of a committee.	4.60	113	2.43	123
Serve in community organizations to improve the image of the health occupations program.	4.58	114	2.31	131
Direct students in gathering information from sources in the community, and on field trips.	4.58	115	3.57	66
Analyze collected occupational data to determine priorities among training needs.	4.57	116	4.05	51
Evaluate instruction through self-rating devices and instructional media, such as video or audio recording.	4.54	117	4.23	43
Organize an advisory committee.	4.53	118	4.02	52
Analyze students' cumulative records.	4.53	119	2.43	122
Serve as the liaison for the advisory committee and the school administration.	4.49	120	3.84	61

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Assess the cultural bias of tests used for program placement.	4.47	121	2.08	139
Present information using group supervised study.	4.45	122	3.31	73
Establish the criteria for selection of advisory committee members.	4.44	123	4.01	53
Assist students with their problems by working with agencies such as the health and welfare services.	4.42	124	2.36	129
Establish a policy for use of health occupations facilities by outside groups and other school personnel.	4.42	125	2.11	137
Develop original instructional materials. (Individualized learning packages, learning modules, or lesson kits.)	4.42	126	4.08	49
Conduct a group counseling session.	4.42	127	2.13	136
Present information using the case study method.	4.40	128	3.41	68
Maintain liaison with union officials and employers.	4.37	129	1.50	148
Identify the role and function of the advisory committee.	4.37	130	3.92	58
Lead communication techniques. (buzz groups, brainstorming, skits, debates, etc.)	4.35	131	3.40	69
Plan the annual program of work to be considered by the advisory committee.	4.32	132	3.98	55
Develop procedures for working with the disadvantaged and with minority groups.	4.26	133	3.23	76
Present activities of your health occupations program on radio or television.	4.26	134	1.73	145
Present information using a simulation or learning game.	4.20	135	4.39	35

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Prepare simulation or learning game.	4.20	136	4.24	42
Establish a Health Occupations Students' Association.(H.O.S.A.)	4.14	137	1.26	150
Collect data on projected student enrollment.	4.14	138	3.87	59
Develop procedures for working with the handicapped.	4.14	139	2.87	86
Analyze enrollment trends of health occupations programs	4.12	140	1.84	144
Assist in planning activities and supervise activities	4.12	141	1.60	147
Inform prospective members and their parents about H.O.S.A.	4.08	142	1.23	151
Communicate with parents regarding their expectations of the health occupations program.	4.05	143	1.67	146
Determine students' background and environment.	4.02	144	2.46	121
Conduct leadership training sessions for the officers.	4.01	145	1.39	149
Structure instruction so that students can progress at their own rate.	4.01	146	2.60	112
Coordinate H.O.S.A. activities with instructional activities.	3.88	147	1.19	152
Assist students with the financial management of H.O.S.A.	3.83	148	1.14	154
Design and conduct a community occupational survey.	3.79	149	3.36	72
Assist in the preparation of state and national reports, provide advice and training for student entries in state and national H.O.S.A. contests.	3.78	150	1.15	153
Conduct opinion surveys in the school and community.	3.77	151	1.91	143
Serve as an advisor or judge for district, state, regional or national H.O.S.A. contests.	3.76	152	1.09	155

TABLE 2 (Continued)

Competency Statement	Perceived Importance		Teacher's Individual Assessment of Competence	
	Mean	Rank	Mean	Rank
Use a polaroid camera and/or video tape recorder to provide instant visual feedback on student performance.	3.73	153	3.64	65
Prepare a questionnaire for collection of occupational data.	3.72	154	3.25	74
Present information by having students "read chapter and answer questions in the book."	3.61	155	3.06	80

III

THE MAKING OF A MODEL PROGRAM

Several steps were taken in the development of a Vocational Health Occupations Teacher Education Model for Louisiana (see Figure 7).

The methodology and results of the first four steps have been presented earlier in this document. These steps included:

- (1) an in-depth review of the literature related to HOE;
- (2) an analysis of pedagogical skills needed by HOE teachers;
- (3) an assessment of pedagogical skills possessed by HOE teachers; and,
- (4) a survey of the educational aspirations and characteristics of HOE teachers.

The fifth step focused on bringing a panel of national experts to the LSU campus. A two-day conference was held for the express purpose of having six nationally recognized teacher educators in health occupations share their teacher education programs. The panel members were:

Dr. Dora Johnson, teacher educator, University of Northern Colorado, President, Health Occupations Division of the American Vocational Association.

Dr. Janice Sandiford, teacher educator, Florida International University, President, Health Occupations Teacher Educators.

Dr. Bettye Milliken, teacher educator, University of Georgia, one of the pioneers in health occupations teacher education.

Dr. Madge Atwood, teacher educator, University of Illinois, responsible for establishing health occupations teacher education programs in Michigan and Illinois.

Dr. Beverly Richards, teacher educator, University of Iowa, involved with health occupations education in Pennsylvania and Iowa.

Dr. Lou Ebrite, teacher educator, University of Nebraska, completed doctoral research on competencies needed in health occupations education.

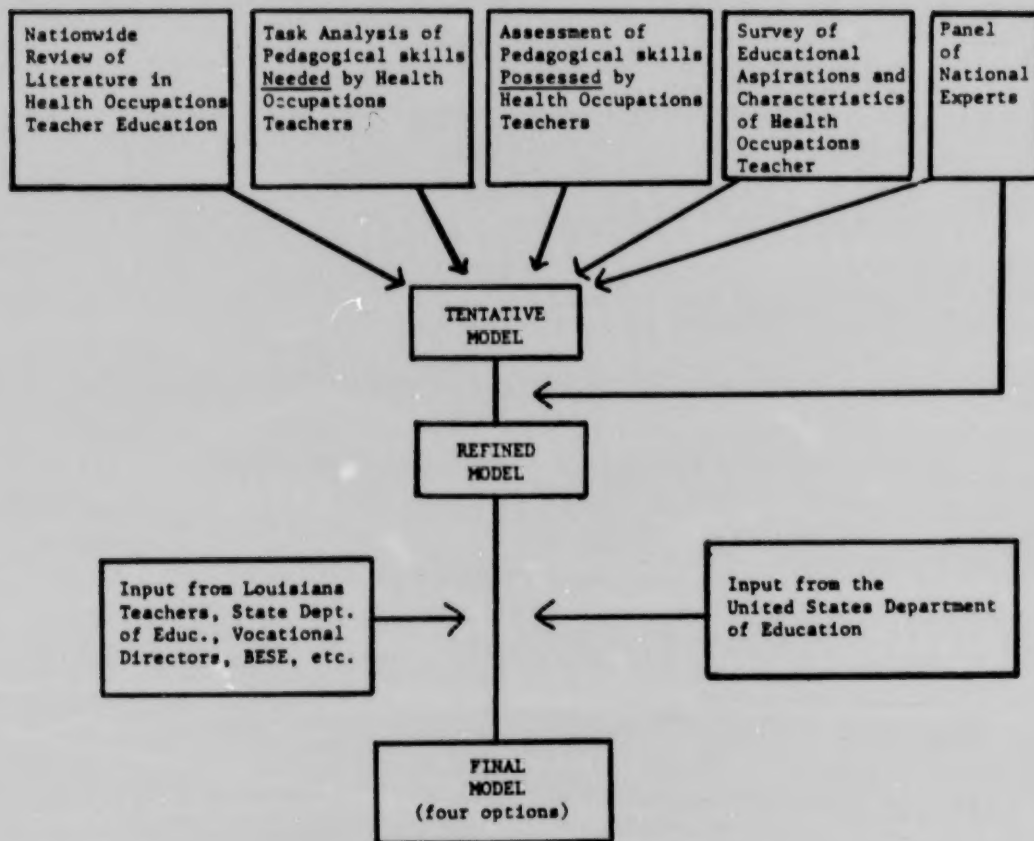


Figure 7. Procedure Followed in Developing the Model Health Occupations Teacher Education Program

Most of these panel members have been instrumental in beginning and organizing health occupations teacher preparation programs in two or more major universities. In addition, a number of persons in or related to education, health care services and/or vocational education attended the two-day conference. Each of these persons will play an integral part in organizing and implementing an HOE teacher preparation program at Louisiana State University. In addition to the panel, the following professionals from Louisiana attended the conference:

Dean Schilling, Dean of the College of Agriculture, LSU

Dean Smith, Dean of the College of Education, LSU

Dean Parker, Dean of the General College, LSU

Dr. Charlie Curtis, Director of the School of Vocational Education, LSU

Dr. Michael Burnett, Current Project Director of The Health Occupations Education Grant, LSU

Dr. Gary E. Moore, Coordinator of the Graduate Vocational Education Program, LSU

Dr. Barbara A. Moore, Research Associate on the Health Occupations Education Grant, LSU

Dr. N. J. Stafford, Jr., Assistant Superintendent of the Office of Vocational Education, Louisiana Department of Education

Dr. Florent Hardy, Director of The Research Coordinating Unit, Office of Vocational Education, Louisiana Department of Education

Dr. Ralph Ainsworth, Director of Trade and Industrial Education, Office of Vocational Education, Louisiana Department of Education

Ms. Betty Penny, Supervisor of Health Occupations, Office of Vocational Education, Louisiana Department of Education

Dr. Connie Casente, Health Occupations Professional and former Ed.D. student in Vocational Education, LSU

Ms. Margo Namie, Allied Health Advisor, General College, LSU

Ms. Carol Smith, President of the Health Occupations Division of Louisiana Vocational Association

Dr. Betty Harrison, Vocational Home Economics Education Teacher
Educator, LSU

Ms. JoAnne Garland, Graduate Assistant, Health Occupations
Education Grant, LSU

Dr. Stan Abadie, Dean of the LSU Medical Center, Shreveport and
New Orleans, Acting Director of the LSU Bio-Medical Research Center

During the two-day conference, the panel of experts distributed information describing their HOE teacher education programs. These presentations were taped for future reference by the research team. The concluding activity of the conference provided an opportunity for the panel members to list what they believed to be characteristics of a model HOE teacher education program.

Following the conference, the research team began the task of developing such a model using all the information and input collected. It became apparent throughout the research process that the model under construction would need to contain several different options in order to meet the varied educational needs of the health care professionals in Louisiana. Thus, the first rough draft contained three options. Upon its completion, a review was held at the 1982 AVA conference in St Louis. Feedback was collected from the original panel of experts. In addition, a review was held at LSU where feedback was collected from local project advisors. The final draft containing six educational options is presented in this document.

Requirements for Option A

Successfully completing Option A, would culminate in both a B.S. degree and a standard Louisiana teaching license in HOE (see page 28). (See Appendix A for license requirements.) In addition to meeting the

OPTION A Designed for those health professionals who desire a Bachelor of Science Degree in Health Occupations Education. Upon the completion of the B.S. degree, students will have also completed the requirements for a standard teaching license.

TOTAL 134 CREDITS

REQUIREMENTS FOR THE B.S. DEGREE IN HOE

POSSIBLE TRANSFER CREDITS

GENERAL EDUCATION - Total 46 semester credit hours

English (12 hrs)
Social Studies (12 hrs)
Science (12 hrs)
Mathematics (6 hrs)
Health and Physical Education (4 hrs)

NOTE: Transfer credits may be given for general education courses taken during previous professional health core training.

TECHNICAL EDUCATION - Total 45 semester credit hours

Specialized Health Skill Development (15 hrs)
Basic Clinical Science (9 hrs)
Intermediate Clinical Science (9 hrs)
Advanced Clinical Science (9 hrs)
Electives in Allied Health or Related Fields (3 hrs)

EXAMPLES:

1 Year Emergency Medical Technician Training = 9 hours Basic Clinical Science
2 Year Physical Therapist Training = 18 hours Basic and Intermediate Clinical Science
3 Year Diploma in Nursing = 27 hours Basic, Intermediate and Advanced Clinical Science

TEACHER EDUCATION - Total 36 semester credit hours

History, Philosophy or Introduction to Education (3 hrs)
Educational Psychology (3 hrs) (PSYC 2060)
Adolescent Psychology (3 hrs) (PSYC 2078)
Teaching Reading (6 hrs) (EDCI 3135 and 3136)
Survey of Health Occupations Professions (3 hrs) (VHOE 4402)
Teaching Skills and Strategies in Health Occupations Education (3 hrs) (VHOE 4405)
Clinical Supervision and Evaluation in Health Occupations Education (3 hrs) (VHOE 4407)
Student Teaching in Health Occupations Education (9 hrs) (VHOE 4415)

Elective Hours - Total 7 semester credit hours

requirements for a Louisiana teaching license, Option A also meets undergraduate degree requirements for Louisiana State University, School of Vocational Education, College of Agriculture, NCATE, and SACS. It should be noted that LSU vocational teacher education requirements exceed the teacher certification requirements.

Currently, the Louisiana teacher certification requirements for all secondary teachers who complete a baccalaureate teacher education program are: (Coursework at LSU is given as SEMESTER CREDIT HOURS)

GENERAL EDUCATION - 46 hours

English- - - - - 12 hours (at least 3 hours of grammar and 3 hours of composition)

Social Studies - - - 12 hours (at least 3 hours of U.S. History)

Science- - - - - 12 hours (at least 3 hours must be in biological science and 3 hours must be in physical science)

Mathematics- - - - - 6 hours

Health and
Physical Education - 4 hours

TECHNICAL CONTENT - Hours vary

The number of hours in the subject matter vary according to the area. Home Economics requires 42 hours; Vocational Agriculture requires 50 semester hours.

PROFESSIONAL EDUCATION - 27 hours

History, Introduction to, Foundations of, or Philosophy of Education - 3 hours

Educational Psychology - 3 hours

Professional Education appropriate to the secondary level - 6 hours (must include 3 hours of adolescent psychology)

Teaching Reading - 6 hours

Student Teaching - 9 hours (must be in principal field of teaching)

Students who enter the Option A Program may have taken many of the GENERAL EDUCATION courses during their professional health care training

program. In addition, students who read widely, who are active professionally, and who possess a strong general education competence are encouraged to participate in College Level Entrance Exam Program (CLEP). Through this testing program, a student can acquire additional credits for general education knowledge and skills already attained. A number of general education courses are available from LSU through correspondence.

Another unique aspect of Option A is the method used for determining the number of transfer credits in TECHNICAL EDUCATION that a student may receive from their previous health care training program. TECHNICAL EDUCATION is divided into two divisions: skill development and clinical sciences. A student is required to have 15 hours of specialized health skill development. An approved, current, valid license, certification or registration is counted as 15 hours of specialized health skill development credit upon entry into the teacher education program. This is possible because these credentials represent recognized standards of technical competence within a health field plus instructional hours related to occupational competence. The second division required in TECHNICAL EDUCATION is clinical science. Previously taken technical course work, which does not pertain to skill development, can be classified as basic, intermediate or advanced clinical science. Nine hours are required in each level of clinical science. Basic, intermediate and advanced clinical science credits may be awarded during the analysis of the health credentials for each student by the health occupations teacher educator and the university admissions officer. One year of an academic health care training program is equal to, but may not exceed, 9 credits. Therefore,

generally speaking, a person with a two-year associate degree in a health field will probably acquire 18 hours of transfer credit counted as clinical science, basic and intermediate, leading toward a B.S. degree. A three year nursing graduate could be awarded up to 27 hours of transfer clinical science. If additional semester credits in clinical science are needed in professional health care courses, students may select courses from a variety of departments on the LSU Baton Rouge campus, pending advisor's approval. Included among the suggested departments are Health, Physical Education, Recreation and Dance; Home Economics; Psychology; Sociology; and Social Welfare.

The professional education core in Option A includes the requirements to qualify for Louisiana teacher certification. The students are required to complete 190 hours of actual teaching experience during student teaching in an approved health occupations secondary program.

Requirements for Option B

Option B was created from the suggestions given by the panel of experts and others working in the health care industry (see page 32). Completing Option B results in a baccalaureate degree program in HOE but does not culminate in a Louisiana secondary school teaching license. Today, there are many teaching positions in health occupations other than secondary education. These positions can be found in hospitals, clinics, government agencies, community services, private and public health care facilities, and post-secondary and adult programs. Persons in these positions often do not desire the secondary license. Alternative health care teaching jobs are becoming more and more popular as the country expands its well-care prevention services.

OPTION B Designed for those health professionals who desire a Bachelor of Science Degree in Health Occupations Education as preparation to teach in institutions, business and organizations not requiring a teaching license.

TOTAL 134 CREDITS

REQUIREMENTS FOR THE B.S. DEGREE IN NOE

POSSIBLE TRANSFER CREDITS

GENERAL EDUCATION - Total 46 semester credit hours

English (12 hrs)
Social Studies (12 hrs)
Science (12 hrs)
Mathematics (6 hrs)
Health and Physical Education (4 hrs)

NOTE: Transfer credits may be given for general education courses taken during previous professional health core training.

TECHNICAL EDUCATION - Total 45 semester credit hours

Specialized Allied Health Skill Development (15 hrs)
Basic Clinical Science (9 hrs)
Intermediate Clinical Science (9 hrs)
Advanced Clinical Science (9 hrs)
Electives in Allied Health or Related Fields (3 hrs)

EXAMPLES:

1 Year Emergency Medical Technician Training -
9 hours Basic Clinic Science
2 Year Physical Therapist Training - 18 hours
Basic and Intermediate Clinical Science
3 Year Diploma in Nursing - 27 hours Basic,
Intermediate and Advanced Clinical Science

TEACHER EDUCATION - Total 27 semester credit hours

Survey of Health Occupations Professions (3 hrs) (VHOE 4402)
Teaching Skills and Strategies in Health Occupations Education (3 hrs) (VHOE 4405)
Clinical Supervision and Evaluation in Health Occupations Education (3 hrs) (VHOE 4407)
Curriculum Design in Health Occupations Education (3 hrs) (VHOE 4406)
Principles of Adult Education (3 hrs) EXED 4025)
Measurement and Evaluation of Student Achievement (3 hrs) (EDAF 4200)
Practicum in Health Occupations (9 hrs) (VHOE 4416)

Elective Hours - Total 16 semester credit hours

Since Option B does result in a B.S. degree from LSU, it must meet all of the GENERAL EDUCATION requirements as well as the total hour requirement. The GENERAL EDUCATION and TECHNICAL EDUCATION requirements are identical to Option A. The PROFESSIONAL EDUCATION requirements, however, are minus the Louisiana teacher certification requirements and focus on all specialized health occupations education courses. This increase in electives permits students to specialize in an area of need and/or interest in HOE.

Requirements for Option C

Option C is designed for health care professionals who desire to teach at the secondary and/or post-secondary level, but who do not desire a B.S. degree. Currently in Louisiana, the licensing-only option is the Vocational Trade and Industrial Education (VTIE) certificate program.

Health care professionals, who desire licensing only, must meet the following requirements:

Health Occupations - Practical Nursing and Aid Instructor

- Graduate of professional 3 year diploma nursing school or baccalaureate nursing school with current licensure in Louisiana.
- Minimum of 2 years of occupational experience as a registered professional nurse in the area of medical surgical nursing in a hospital setting. One year of this experience must have been served within five years.

Health Occupations - Related Health Fields

- Graduate of approved program in the area in which the applicant is to teach with current state license or national certification where required.

When these requirements are met, the VTIE professional is issued a one-year Vocational-Technical certificate. For renewal of this certifi-

cate, at least three hours in professional vocational education must be earned each year until a minimum of 15 hours has been completed, at which time the Vocational Technical certificate shall become permanent. VTIE professionals possessing a previously earned B.S. degree shall earn nine hours on the same basis. Course work is further reduced to six hours for those VTIE professionals possessing a degree in education. The Louisiana Department of Education, Office of Teacher Certification, has a list of study topics from which VTIE health occupations students must choose. These topics consist of:

- Trade Analysis and Course Planning
- Philosophy of Vocational Industrial Education
- Methods of Teaching in Vocational Industrial Education
- Preparation of Vocational Instructional Materials
- Problems in Teaching Vocational Industrial Education
- Practice Teaching in Vocational Industrial Education
- Shop Management and Safety
- Vocational Guidance
- History of Industrial Education
- Principles of Vocational Industrial Education
- Testing in Industrial Education
- Visual Aids

In constructing an Option C, two different designs were considered. First considered was an ideal Option C which the research team dubbed as C_1 (see page 35). In Option C_1 , the required course work is sequenced over a two-year span, according to the needs of the new health care teachers. In addition, all courses are taught and supervised by a health occupations teacher educator. Option C_1 , begins in the summer. New VTIE teachers hired before July 1 would attend a New Teachers Institute I (3 hours). This intensive session would assist these new teachers in developing survival skills in the classroom, including basic lesson planning and principles of teaching. In addition, the New Teacher Institute I would help the new health occupational teachers to assess their future professional education needs.

OPTION C₁ A two year program designed for the health care professional who desires to obtain a Louisiana VITE teaching certificate but does not desire a Bachelor of Science Degree. Individuals desiring this option for the most part, are persons with professional health experience who have been hired by a local school parish or postsecondary institute to teach a Health Occupations Program. These persons begin teaching with a temporary vocational education license and later receive a permanent VTIE teaching certificate upon completion of the following requirements.

TOTAL 18 CREDITS

REQUIREMENTS FOR THE TEACHING LICENSE PROGRAM

Summer I: For those teachers employed on or before July 1

TEACHER INSTITUTE I - Three weeks, total 3 hours

VHOE 3301 Program Operation and Lesson Planning in Health Occupations (3 hrs)

Fall Semester I: Weekend Course (WC): Meets one weekend per month

VHOE 4405 Teaching Skills and Strategies in Health Occupations Education (3 hrs)

Spring Semester I: Regular Night Course (RNC): Meets one evening per week.
Courses are frequently taught off campus.

VHOE 4407 Clinical Supervision and Evaluation in Health Occupations Education (3 hrs)

Summer II: For those teachers who have completed approximately one year of teaching

TEACHER INSTITUTE II - Two weeks, total 3 hours

VHOE 4402 Survey of Health Occupations Professions (3hrs)

Fall Semester II: Weekend Course (WC): Meets one weekend per month

VHOE 4406 Curriculum Design in Health Occupations Education (3 hrs)

Spring Semester II: Regular Night Course (RNC): Meets one evening per week.
Courses are frequently taught off campus.

Health Occupations Education or Vocational Education Elective (3 hrs)

Next, in Option C₁, teachers attend a fall semester weekend course (3 hours) which meets one weekend per month throughout the semester. The following spring course (3 hours) would be offered on or off campus in accordance with enrollment. In this first year, the fall and spring courses are designed to develop competencies in teaching skills, strategies, clinical supervision, and evaluation in HOE.

The second year begins with another summer Teacher Institute II (3 hours). During this intensive session, HOE teachers receive information concerning a wide range of health careers and positions. The course was recommended by a majority of those involved in HOE programs. Course work in expanding career knowledge is needed because a number of health care teachers work in teaching positions in areas related to, but often different from, their original health care training and work experience.

The fall weekend course (3 hours) required in the second year would focus on curriculum design. The spring course (3 hours), taught on or off campus, would be a Health Occupations Education or Vocational Education elective.

At the end of the second year, a permanent VTIE certificate would be issued. It should be noted that all course work would be transferable to the B.S. degree in HOE if the student meets the necessary university entry requirements and desires to pursue the B.S. degree.

Option C₁, is an ideal model that is not without implementation problems in Louisiana. First, C₁, differs from the current state teacher certification requirements. New certification requirements would be needed. Secondly, the implementation of Option C₁ would require a coordinated effort from the vocational secondary and post-

secondary administrators in permitting health occupations teachers time for the intensive pre-service time in the summer to sufficiently prepare to teach. Thirdly, Option C₁ would change the administration and supervision of the health occupation teachers from VTIE to HOE teacher educators.

Because of these three operational problems with Option C₁, Option C₂ was created (see page 38). Option C₂ is built primarily in accordance with the original VITE certification program in Louisiana. The change in Option C₂ would be the addition of the following areas of study to the list of VTIE topics found on page 34.

Survey of Health Occupations Professions
Teaching Skills and Strategies in HOE
Curriculum Design in HOE
Clinical Supervision and Evaluation in HOE

The addition of the HOE topics would bring about the involvement and utilization of a health occupations teacher educator to teach specific courses supporting these topics.

Option C₂ also continues to work within the VTIE administrative framework without changing teacher certification requirements.

The research team wishes to point out that even though Option C₂ is by far easier to implement in Louisiana at this time, Option C₁ appears to be a more "ideal" HOE teacher preparation program.

Requirements for Option D

Option D was created for those individuals who already possess a baccalaureate degree and desire to pursue a master of science degree in Vocational Education with a concentration in HOE. Course work for the M.S. degree is a combination of a required core of courses and selected courses from specific categories. Both a THESIS (D₁) and a NON-THESIS (D₂) option is possible.

OPTION C₂ A two year program designed for the health care professional who desires to obtain a Louisiana VTIE teaching certificate but does not desire a Bachelor of Science Degree. Individuals desiring this option for the most part, are persons with professional health experience who have been hired by a local school parish or postsecondary institute to teach a Health Occupations Program. These persons begin teaching with a temporary vocational education license and later receive a permanent VTIE teaching certificate upon completion of the following requirements.

TOTAL 15 CREDITS

REQUIREMENTS FOR THE VTIE TEACHING LICENSE PROGRAM

Courses totaling 15 hours must be selected from the following topics:

Trade Analysis and Course Planning
Philosophy of Vocational Industrial Education
Methods of Teaching in Vocational Industrial Education
Preparation of Vocational Instructional Materials
Problems in Teaching Vocational Industrial Education
Practice Teaching in Vocational Industrial Education
Shop Management and Safety
Vocational Guidance
History of Industrial Education
Principles of Vocational Industrial Education
Testing in Industrial Education
Visual Aids
Survey of Health Occupations Professions
Teaching Skills and Strategies in HOE
Curriculum Design in HOE
Clinical Supervision and Evaluation in HOE

Candidates must meet entrance requirements for the VTIE program plus at least three hours in professional vocational education must be earned each year until a minimum of 15 hours has been completed, at which time the vocational teaching certificate shall become permanent. VTIE professionals possessing a previously earned B.S. degree shall earn nine hours on the same basis. Course work is further reduced to six hours for those VTIE professionals possessing a degree in education.

The D_1 THESIS option requires a total of 36 hours with 9 hours in EDUCATIONAL FOUNDATIONS (see page 40). Six hours are required in TECHNICAL EDUCATION in health care study. Credit from health training programs beyond the B.S. degree; and/or graduate level courses in health care such as nursing, medical technology, physical therapy, etc., may be used as part or all of the six hours of technical education (pending approval by advisor). Fifteen hours are required in TEACHER EDUCATION. These hours are divided allotting 12 hours in health occupations education and 3 hours in vocational education for Option D.

The NON-THESIS Option D_2 focuses more intently on course work by requiring 18 hours in TEACHER EDUCATION (see page 41). A minimum of 12 of these hours must be in health occupations education. The remainder of the 18 hours may be taken in either health occupations education or vocational education. Three hours are specified as elective hours.

For both D_1 and D_2 , 18 semester credit hours must be at the 7000 level. The M.S. option can be used to upgrade a standard teaching license only if the student possesses a B.S. degree in education and holds a current standard teaching certificate. A student who possesses a B.S. degree in a health care field but who is not certified to teach, would need to combine the M.S. program with the VTIE program or complete the B.S. degree program in Health Occupations Education prior to the M.S. degree, if a teaching license is desired.

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OPTION D₁ Designed for those individuals who already possess a Bachelor of Science Degree and desire to pursue a MASTER OF SCIENCE DEGREE in Vocational Education with a concentration in Health Occupations Education. Because the Master's program is designed to meet individual needs, specific course work is selected from different categories. In addition candidates will complete a research thesis.

TOTAL 36 CREDITS**

REQUIREMENTS FOR THE THESIS MASTER'S OF SCIENCE DEGREE

EDUCATIONAL FOUNDATIONS

Total 9 semester credit hours

- *History of Education (3 hrs)
(VED 4700 History of Vocational Education)
- *Philosophy of Education (3 hrs)
(VED 7024 Philosophy of Vocational Education)
- *Research Methods (3 hrs)
(VED 7000 Scientific Methods in Voc. Ed.)

TECHNICAL EDUCATION IN A HEALTH CARE FIELD

Total 6 semester credit hours

(May transfer credit from health training credit program beyond the B.S. degree; and/or graduate level courses in allied health field such as nursing, medical technology, physical therapy, etc.)

Suggested Departments From Which to Choose Health Related Courses on the Baton Rouge Campus. Advisor's approval required -

Health, Physical Education, Recreation,
and Dance (HPRD)
Home Economics (HEC)
Psychology (PSYC)
Sociology (SOCL)
Social Welfare (SW)

*Required core of courses
**18 hours must be at 7000 level

TEACHER EDUCATION (Health Occupations Education/Vocational Education) Total 15 semester credit hours.

HEALTH OCCUPATIONS EDUCATION: Minimum 12 hours

- VHOE 4402 Survey of Health Occupations Professions (3 hrs)
- VHOE 4405 Teaching Skills & Strategies in HOE (3 hrs)
- VHOE 4406 Curriculum Design in HOE (3 hrs)
- VHOE 4407 Clinical Supervision & Evaluation in HOE (3 hrs)
- VHOE 7408 Problems in Teaching HOE (2 hrs)
- VHOE 7410 Leadership in HOE (3 hrs)
- VHOE 7412 Practicum in Health Professions (1-6 hrs)
- VHOE 7413 Student Evaluation, Placement, & Follow-up in HOE (3 hrs)
- VHOE 7414 Laboratory Management & Design of Clinical Facilities (3 hrs)

VOCATIONAL EDUCATION

(Recommended courses from which to choose)

- VED 7200 Principles of Practical Arts & Voc. Ed. (3 hrs)
- VED 7300 Current Problems & Issues in Voc. Ed. (1-3 hrs)
- *VED 7400 Vocational Education for Special Needs Students (3 hrs)
- VED 7500 Organization & Administration of Voc. Ed. (3 hrs)
- VED 7420 Supervision in Vocational Education (3 hrs)
- VED 7800 Curriculum Development in Vocational Education (3 hrs)
- VED 7540 Youth Leadership Development
- EDCI 4140 Teaching Cooperative Education
- VED 7900 Practicum for the Vocational Educator (3 hrs)

THESIS (6 semester credit hrs)

OPTION D₂ Designed for those individuals who already possess a Bachelor of Science Degree and desire to pursue a MASTER OF SCIENCE DEGREE in Vocational Education with a concentration in Health Occupations Education. Because the Master's program is designed to meet individual needs, specific course work is selected from lists of courses in the following categories:

TOTAL 36 CREDITS**

REQUIREMENTS FOR THE NON-THESIS MASTER'S OF SCIENCE DEGREE

EDUCATIONAL FOUNDATIONS

Total 9 semester credit hours

- *History of Education (3 hrs)
(VED 4700 History of Vocational Education)
- *Philosophy of Education (3 hrs)
(VED 7024 Philosophy of Vocational Education)
- *Research Methods (3 hrs)
(VED 7000 Scientific Methods in Voc. Ed.)

TECHNICAL EDUCATION IN A HEALTH CARE FIELD

Total 6 semester credit hours
(May transfer credit from health training credit program beyond the B.S. degree; and/or graduate level courses in allied health field such as nursing, medical technology, physical therapy, etc.)

Suggested Departments From Which to Choose Health Related Courses on the Baton Rouge Campus. Advisor's approval required -

Health, Physical Education, Recreation, and Dance (HPRD)
Home Economics (HEC)
Psychology (PSYC)
Sociology (SOCL)
Social Welfare (SW)

*Required core of courses
**18 hours must be at 7000 level

TEACHER EDUCATION (Health Occupations Education/Vocational Education) Total 18 semester credit hours.

HEALTH OCCUPATIONS EDUCATION: Minimum 12 hours

- VHOE 4402 Survey of Health Occupations Professions (3 hrs)
- VHOE 4405 Teaching Skills & Strategies in HOE (3 hrs)
- VHOE 4406 Curriculum Design in HOE (3 hrs)
- VHOE 4407 Clinical Supervision & Evaluation in HOE (3 hrs)
- VHOE 7408 Problems in Teaching HOE (2 hrs)
- VHOE 7410 Leadership in HOE (3 hrs)
- VHOE 7412 Practicum in Health Professions (1-6 hrs)
- VHOE 7413 Student Evaluation, Placement, & Follow-up in HOE (3 hrs)
- VHOE 7414 Laboratory Management & Design of Clinical Facilities (3 hrs)

VOCATIONAL EDUCATION

(Recommended courses from which to choose)

- VED 7200 Principles of Practical Arts & Voc. Ed. (3 hrs)
- VED 7300 Current Problems & Issues in Voc. Ed. (1-3 hrs)
- *VED 7400 Vocational Education for Special Needs Students (3 hrs)
- VED 7500 Organization & Administration of Voc. Ed. (3 hrs)
- VED 7420 Supervision in Vocational Education (3 hrs)
- VED 7800 Curriculum Development in Vocational Education (3 hrs)
- VED 7540 Youth Leadership Development
- EDCI 4140 Teaching Cooperative Education
- VED 7900 Practicum for the Vocational Educator (3 hrs)

ELECTIVES - 3 semester credit hours

A Description of the Vocational Health Occupations Education Courses

In order to implement the various options contained in this document, a series of courses will need to be developed. Following is a description of the courses to be developed along with course objectives. The courses are based on: (1) the competencies which were identified in phase II of this research; (2) input from advisory groups, and (3) existing exemplary programs at other universities.

VHOE 3301 - Program Operation and Lesson Planning in HOE (3 hours)

An orientation to the operation of a school and the role of the HOE teacher. Emphasis will be placed on making the transition between health professional and health occupations teacher. In addition, the course will focus on the nature of teaching and learning, methods and materials, and curriculum development.

Course objectives:

Describe the overall goals and objectives of the American school system.

Explain the organizational structure of the school in which the HOE teacher is employed.

Explain the purposes and objectives of vocational education, and more specifically, HOE.

Plan an information system for school and community about the existence and value of the HOE program.

Outline the roles and responsibilities of the vocational HOE teacher, both in the classroom and the clinical setting.

Explore the purposes and objectives of such auxiliary groups, services, and activities as the Health Occupations Advisory Committee, HOSA, vocational counseling, placement and follow-up.

Explain the role of the HOSA chapter advisor.

Explain the purposes and procedures for opening, maintaining and closing an HOE program for the year.

Identify managerial skills needed by the HOE teacher to operate an HOE program.

Describe learning outcomes best achieved in the clinical setting.

Describe learning outcomes best achieved in the clinical setting.

Identify typical content taught for each year of an HOE program.

Compare ways of sequencing what is to be taught in an HOE program.

Write yearly program goals and objectives.

Identify the parts of a lesson plan.

Write both terminal and enabling objectives for a daily lesson plan.

Explain the relationship of lesson objectives with student evaluation.

Explain why and how curriculum guides are used in program and lesson planning.

Compare a variety of curriculum guides and resource material available in HOE.

Compare and contrast the characteristics of learners in various age groups including multicultural, special needs and gifted learners.

Describe the functions of the brain and how learning occurs.

Analyze different learning styles.

List and describe common learning problems: how they can be identified and dealt with in the learning process.

Describe the characteristics of an effective teacher as identified in educational research.

Identify and explain the implementation of teaching methods for both group and individual learners.

Structure a filing system for records, report forms, student files and instructional materials.

Maintain a record of safety instructions presented in compliance with safety laws and regulations.

Prepare budget for equipment, supplies and travel.

Explore teacher organizations, unions; professional growth; philosophy of teaching, and teacher attitudes.

VHOE 4402 - Survey of Health Occupations Professions (3 hours)

An analysis of the available health care services and delivery systems today, with emphasis on career ladders and lattices in each profession. A comparison of the needs within each health care service and the major trends and issues affecting each.

Course objectives:

Identify the health care services and delivery systems available today.

Formulate a career ladder and lattice schematic for each health care profession with emphasis on levels of entry.

Obtain employment information (past, present and future) for each of the health care services.

Analyze status regulating health occupations to determine training needs.

Analyze occupational data to determine priorities among training needs.

Identify competencies needed for entry into an occupation.

Describe the major issues affecting health care services and delivery, employment opportunities, and medical advances within each health care profession.

Project current and future trends which will have a bearing on the growth and development of each of the health care services and delivery systems.

Design information on employment opportunities to give to prospective HOE students.

Assess the adequacy and relevancy of the HOE program's facilities and equipment.

VHOE 4405 - Teaching Skills and Strategies in Health Occupations Education (3 hours)

The development and refinement of teaching skills which enhance student learning. Organizing and implementing effective teaching strategies for individual, small group and large group instruction. Comparison of teaching styles, philosophies and attitudes towards teaching and learning. Developing and using instructional materials.

Course objectives:

Develop and implement teaching skills identified with increasing student learning.

Create and analyze motivational techniques for use in the classroom.

Identify, organize and implement a variety of teaching strategies for individuals, small groups and large groups.

Identify techniques which can aid in the effectiveness of teaching strategies.

Compare and contrast innovative teaching styles.

Identify and evaluate instructional materials and media for the classroom.

Demonstrate the construction and use of selected instructional materials.

Prepare lesson plans, identifying the teaching skills, strategies and instructional materials needed.

Correlate instruction with on-the-job training.

Structure instruction so that students can progress at their own rate.

Select methods of evaluating students attainment of lesson objectives.

Assist students in developing good study habits.

Develop a philosophy and procedure for handling discipline problems in the classroom and clinical setting.

Develop a professional philosophy and attitude toward teaching.

VHOE 4406 - Curriculum Design in Health Occupations Education (3 hours)

An analysis of the procedures for identifying, verifying and validating curriculum in a HOE program. Practice in writing curriculum with emphasis on selection and sequencing. Comparison of styles of writing curriculum modes. The roles and responsibilities of the curriculum planner.

Course objectives:

Identify factors which influence the selection of curriculum. Specify differences in curriculum for the articulation between HOE programs at the secondary, post-secondary and adult levels.

Describe the roles and responsibilities of the curriculum planner.

Outline the steps in the curriculum process.

Identify ways the HOE advisory committee can assist with curriculum development.

Incorporate statutes regulating HOE into curriculum.

Develop ways to integrate HOSA activities into the classroom.

Conduct task analyses for the purpose of identifying, verifying and validating curriculum.

Write terminal and enabling objectives for a unit of instruction.

Analyze various ways to sequence instruction, both in the classroom and the clinical setting.

Compare and contrast different formats in which the curriculum can be packaged.

Write long range program goals and objectives.

Plan assignments to accomplish objectives.

Develop a system for evaluating curriculum.

Provide for student participation in the evaluation of instruction.

Describe the role of the change agent in making curriculum changes.

VHOE 4407 - Clinical Supervision and Evaluation (3 hours)

Techniques for placement, supervision and evaluation of students in clinical laboratory settings. Emphasis is on establishing and maintaining standards of performance and the teaching of manipulative skills.

Course objectives:

Identify the role and responsibilities of health care workers in the major clinical settings.

Orient students to the professional responsibilities in the major clinical settings.

Establish minimum standards of student performance for a variety of clinical settings.

Evaluate a student's readiness to enter the clinical environment.

Develop procedures and techniques for correcting a student in violation of standards of performance, behavior, and/or appearance in a clinical setting.

Prepare and conduct individual and small group clinical evaluation conferences.

Compare and contrast methods of evaluation of performance and behavior in clinical settings.

Describe the role and responsibilities of the teacher as a supervisor of students in clinical settings.

Describe methods and techniques for supervision of students in clinical settings.

Assist health professionals with the supervision and evaluation of student learners in clinical settings.

Demonstrate an efficient and effective way to teach manipulative skills in clinical settings.

Establish policies for student learners and on-the-job education.

Obtain information from employers or job supervisors regarding the quality of health occupations instruction as reflected by work of graduates.

VHOE 4415 - Student Teaching in HOE (9 hours)

Supervised teaching in a secondary school setting.

VHOE 7408 - Problems of Teaching Health Occupations Education (3 hours)

Identification of various problems in teaching HOE; approaches to handling such problems and guidelines for the prevention of problems which interfere with effective teaching and learning.

Course objectives:

Identify common HOE teacher problems.

Describe strategies for preventing and/or solving teaching and learning problems.

Identify school and community agencies and services available to help teachers and/or students with problems.

Describe the legal and ethical parameters in which a teacher must function when handling classroom/clinical problems in HOE.

VHOE 7410 - Leadership in Health Occupations Education (3 hours)

The professional development of the classroom teacher as a leader in the health care industry, the educational setting and the home and community environment. The roles and responsibilities of the HOE teacher outside of the classroom. Program promotion and student recruitment in the HOE program.

Course objectives:

Identify the kinds of leadership the HOE teacher provides the health care industry, the educational setting and the home and community environment.

Identify factors which promote and deter professional growth within HOE.

Describe the benefits from participation in professional organizations.

Devise a public relations program for program promotion and student recruitment in HOE.

Create a recruitment/selection process for students entering the HOE program.

Establish program standards and admission requirements for an HOE program.

Explain the purpose and procedure for using an HOE advisory committee.

Develop a system for maintaining favorable relationships with various allied health professions, educational personnel, other community citizens and students.

Explain the roles and responsibilities of an HOSA advisor.

Establish a Health Occupations Students' Association (HOSA).

Coordinate HOSA activities with instructional activities.

Assist students with the financial management of HOSA.

Inform prospective members and their parents about HOSA.

Conduct leadership training sessions for HOSA officers.

Assist in the preparation of state and national reports, provide advice and training for student entries in state and national HOSA contests.

Serve as an advisor or judge for district, state, regional or national HOSA contests.

Maintain occupational skills needed to keep pace with technological advancement in health occupations education.

VHOE 7412 - Practicum in Health Professions (1-6 hours)

An individual experience designed to provide a classroom teacher with the opportunity to work in a health profession for the purpose of updating and renewing technical knowledge and skills.

VHOE 7413 - Student Evaluation, Placement and Follow-up in HOE (3 hours)

Assessment of student learning and performance in the HOE classroom. Construction of a variety of evaluation instruments with an emphasis on the development of self-assessment scales for use in clinical settings. Procedures for student placement as well as the creation of a system of student follow-up will be included.

Course objectives:

Identify a variety of traditional and non-traditional methods of evaluating student performance in the classroom and in clinical settings.

Describe the procedures for designing a valid, reliable test.

Interpret test scores and results from a variety of traditional and non-traditional evaluation formats.

Give appropriate feedback for student performance in a clinical environment.

Prepare and conduct clinical evaluation conferences.

Conduct a counseling session with a student.

Formulate a system of grading consistent with school policy.

Use cumulative data on student's ability and achievement in evaluating performance.

Develop ways to evaluate professional attitudes, behavior and appearance.

Develop forms for standardizing the evaluation of students by other health professionals as well as the classroom teacher.

Confer with student and parents.

Conduct a group counseling session.

Identify factors which influence placement of students in HOE jobs.

Determine reasons students drop out of HOE programs.
Assist students/graduates in securing and in filling out applications for jobs, scholarships, educational loans or college admissions.

List techniques to help students find employment.

Assist seniors/graduates in preparing for interview with potential employers.

Devise short term and long term follow-up evaluation instruments for graduates.

Maintain continual follow-up information on placement, employment and training status of each graduate.

Complete reports required by state department of education. (State Board of Nurse Examiners or the like).

Maintain anecdotal records of students.

Write letters of recommendation for students/graduates.

Create placement folders for program graduates.

VHOE 7414 - Laboratory Management and Design of Clinical Facilities (3 hours)

Analysis and evaluation of clinical facilities used as learning laboratories. Selection and purchase of equipment and supplies. Organization and space planning of facilities to enhance student learning.

Course Objectives:

Investigate alternative methods for inventory, storage, layout of equipment and supplies

Design individual and small group learning centers

Develop guidelines for working and teaching in clinical settings outside the school

Outline safety procedures for clinical settings

Develop and maintain budgets for clinical settings

Analyze new technology as it relates to the management and design of laboratories and learning

Develop procedures for utilizing laboratory facilities to their maximum in teaching and learning

APPENDIX A

TYPES OF STANDARD TEACHING CERTIFICATES IN LOUISIANA

TYPES OF STANDARD TEACHING CERTIFICATES IN LOUISIANA

Notations will be placed on each certificate of Type C, B, or A to show specific authorization of the level(s) and the field(s) in which employment is authorized. A certificate authorizes employment only at the level(s) and in the field(s) shown by endorsement thereon. Only those authorizations listed in this bulletin may be placed on a valid Louisiana certificate.

Type C

A Type C certificate is based upon a baccalaureate degree including completion of a teacher education program approved by the State Board of Elementary and Secondary Education, with credits distributed as hereinafter provided, including general, professional, and specialized academic education. This certificate authorizes employment for a period of not more than 3 years for services endorsed thereon.

Type B

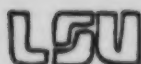
A Type B certificate is based upon a baccalaureate or higher degree including completion of a teacher education program, approved by the State Board of Elementary and Secondary Education, with credits distributed as hereinafter provided, including general, professional, and specialized academic education, and requires that the applicant show 3 years of successful teaching experience in his properly certified field. The experience must be validated by the employing authority. This certificate is valid for life for continuous service for services endorsed thereon.

Type A

A Type A certificate is based upon a baccalaureate degree including completion of a teacher education program approved by the State Board of Elementary and Secondary Education, with credits distributed as hereinafter provided, including general, professional, and specialized academic education, a master's degree or higher degree from an approved institution, and 5 years of successful teaching experience in the properly certified field. The experience must be validated by the employing authority. This certificate is valid for life for continuous service for services endorsed thereon.

APPENDIX B

COVER LETTERS AND INSTRUMENTS



School of Vocational Education
College of Agriculture

LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803

March 30, 1981

Dear Colleague:

The need for highly qualified instructors in health occupations programs has never been more urgent than at the present time. A variety of ongoing, all-day programs in health occupations are being offered in schools throughout the state.

Technically competent health occupations educators have traditionally been employed without evidence of teaching competency. Currently, instructors must meet certain teacher certification requirements set forth by the State Department of Education including course work in vocational, technical and industrial education. Presently there are no pre-service or college education courses designed specifically for the health occupations educator in Louisiana.

We need your help and expertise as it relates to your present teaching position in health occupations. I am presently conducting a study to identify the teaching competencies important to the health occupations educator. In order to plan a health occupations teacher education program it is essential to identify the teaching competencies necessary for success. The identification of these competencies is the first extensive research of its kind in our discipline in this state and has implications for teacher education, inservice planning and the development of a rating scale for more objective evaluation.

All questionnaires are numerically coded to afford a method of identifying non-respondents, to provide a means of conducting follow-up procedures and to allow the necessary degree of anonymity to each respondent. Please complete the enclosed questionnaire and return it in the self-addressed, stamped envelope by April 15.

Thank you for your generous cooperation.

Sincerely yours,

Charlie M. Curtis

Charlie M. Curtis, Associate Dean
College of Agriculture & Director
School of Vocational Education

Connie L. Casente, R.N.

Connie L. Casente
Instructor of Practical Nursing
Young Memorial Vocational School

mlc

Extension and International Education Department • Industrial and Technical Education Department • Vocational Agricultural Education Department
Vocational Home Economics Education Department

BEST COPY

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

PLANNING COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
1.01 Select job tasks, conditions, and standards for which instructional plans are to be designed.							
1.02 Sequence performance goals (terminal objectives) for a course.							
1.03 Identify the unit topics for a course.							
1.04 Determine objectives for a unit.							
1.05 Identify lesson topics for a unit.							
1.06 Identify the specific objectives for a lesson.							
1.07 Determine group and individual learning experiences for a lesson based on individual differences of students.							
1.08 Select methods of evaluating students' performance throughout a unit.							
1.09 Select teaching techniques for a lesson.							
1.10 Select methods of evaluating students' attainment of lesson objectives.							
1.11 Select materials and equipment for a lesson demonstration.							
1.12 Select and modify prefabricated or commercial aids for a lesson. (charts, transparencies, motion picture, video tape, slides, audio tapes)							
1.13 Prepare a lesson plan. (Integrate objectives, learning experiences, evaluation, teaching techniques, and learning resources.)							
1.14 Prepare information sheets (handouts), and assignment sheets.							
1.15 Obtain textbooks, references and other printed instructional material.							
1.16 Develop original instructional materials. (Individualized learning packages, learning modules, or lesson kits.)							

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HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

PLANNING COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
1.17 Prepare teaching materials.							
1.18 Prepare simulation or learning game.							
1.19 Design and conduct a community occupational survey.							
1.20 Prepare a questionnaire for collection of occupational data.							
1.21 Identify the competencies needed for entry into an occupation.							
1.22 Develop health occupations courses by clustering and sequencing related tasks.							
1.23 Analyse collected occupational data to determine priorities among training needs.							
1.24 Collect data on projected student enrollment.							
1.25 Identify the role and function of the advisory committee.							
1.26 Establish the criteria for selection of advisory committee members.							
1.27 Organise an advisory committee.							
1.28 Plan the annual program of work to be considered by the advisory committee.							
1.29 Serve as the liaison for the advisory committee and the school administration							
1.30 Work effectitvely with the advisory committee.							
1.31 Develop long-range plans for the health occupations program.							
1.32 Prepare a long-range budget which identifies the financial needs of the health occupational program.							
1.33 Maintain continual follow-up information on placement, employment, and training status of each graduate.							
1.34 Obtain follow-up data from employers of graduates.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

PLANNING COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
1.35 Determine reasons students drop out of health occupations programs.							
1.36 Assess the relevancy of the course offerings in the health occupations program.							
1.37 Assess the adequacy and relevancy of the health occupations program facilities and equipment.							
1.38 Provide for articulation between health occupations programs.							
1.39 Develop procedures for working with the disadvantaged and with minority groups.							
1.40 Develop procedures for working with the handicapped.							

• HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

TEACHING COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
2.01 Direct students in gathering information from sources in the community, and on field trips.							
2.02 Present information using a simulation or learning game.							
2.03 Present information using group supervised study.							
2.04 Present information by having students "read chapter and answer questions in the book."							
2.05 Lead communication techniques. (Buzz groups, brainstorming, skits, debates, etc.)							
2.06 Present information using the case study method.							
2.07 Introduce a lesson or unit.							
2.08 Summarize a lesson or unit.							
2.09 Employ oral questioning techniques.							
2.10 Structure instruction so that students can progress at their own rate.							
2.11 Demonstrate a manipulative skill (procedure).							
2.12 Give a lecture.							
2.13 Give an illustrated talk.							
2.14 Use analogies to present information.							
2.15 Present information by the use of individualized instruction.							
2.16 Give an assignment.							
2.17 Present information through team teaching.							
2.18 Present information with assistance of a resource person.							
2.19 Present information with displays, models and real objects.							
2.20 Use audio visual materials.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

TEACHING COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
2.21 Direct students in the practice of manipulative skills.							
2.22 Direct student activities on job related projects, laboratory projects and activities.							
2.23 Direct students in charting techniques. (record keeping)							
2.24 Provide remedial practice sessions.							
2.25 Construct subject matter diagnostic tests.							
2.26 Eliminate student deficiencies in attainment of a training objective, during classroom instruction.							
2.27 Use cumulative data on students' ability and achievement in evaluating performance.							
2.28 Formulate a system of grading consistent with school policy.							
2.29 Use a polaroid camera and/or video tape recorder to provide instant visual feedback on student performance.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

EVALUATION COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
3.01 Assess effectiveness of instruction through use of student's records.							
3.02 Assess quality of on-the-job training.							
3.03 Evaluate textbooks for content validity, reading level, and sex/cultural bias.							
3.04 Provide for student participation in the evaluation of instruction.							
3.05 Evaluate instruction through self-rating devices and instructional media, such as video or audio recording.							
3.06 Assign grades.							
3.07 Obtain information from employers or job supervisors regarding the quality of health occupations instruction.							
3.08 Assess the validity of instructional tests.							
3.09 Assess the reliability of instructional tests.							
3.10 Assess the cultural bias of tests used for program placement.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

MANAGEMENT COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
4.01 Identify new equipment and materials needed in a health occupations course for the academic year.							
4.02 Recommend reference books and periodicals that should be added to the library.							
4.03 Prepare budget for equipment, supplies and travel.							
4.04 Structure a filing system for records, report forms, student files and instructional materials.							
4.05 Complete reports required by state department of education. (State Board of Nurse Examiners/ or the like)							
4.06 Arrange for essential safety apparel and devices.							
4.07 Maintain a record of safety instructions presented in compliance with safety laws and regulations.							
4.08 Inventory teaching materials, supplies and equipment.							
4.09 Schedule laboratory equipment for maximum utilization.							
4.10 Arrange layout of laboratory to simulate clinical environment.							
4.11 Establish a policy for use of health occupations facilities by outside groups and other school personnel.							
4.12 Formulate with students acceptable standards of behavior.							
4.13 Encourage students to exercise self-discipline.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS
GUIDANCE AND PLACEMENT COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
5.01 Determine students' background and environment.							
5.02 Analyze students' cumulative records.							
5.03 Maintain anecdotal records on students.							
5.04 Interpret national standardized tests, occupational tests, and inventories to students.							
5.05 Confer with student and parents.							
5.06 Conduct a counseling session with a student.							
5.07 Conduct a group counseling session.							
5.08 Assist students in developing good study habits.							
5.09 Work with other teachers and counselors to help students with individual problems.							
5.10 Assist students with their problems by working with agencies such as the health and welfare services.							
5.11 Present information to students on employment opportunities.							
5.12 Write letters of recommendation for students/graduates.							
5.13 Assist seniors/graduates in preparing for interview with potential employers.							
5.14 Assist students/graduates in securing and in filling out applications for jobs, scholarships, educational loans, or college admissions.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

SCHOOL-COMMUNITY RELATIONS COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
6.01 Participate in the development of policies regarding school-community relations.							
6.02 Inform the school and community about the health occupations program.							
6.03 Prepare news releases on activities of your program.							
6.04 Present activities of your health occupations program on radio or television.							
6.05 Speak to school and community groups on health occupations programs.							
6.06 Conduct an open house to familiarize members of the school and community with activities of health occupations programs.							
6.07 Maintain liaison with union officials and employers.							
6.08 Serve in professional non-vocational organizations to improve the image of the health occupations program.							
6.09 Serve in community organizations to improve the image of the health occupations program.							
6.10 Conduct opinion surveys in the school and community.							
6.11 Analyze enrollment trends of health occupations programs.							
6.12 Communicate with parents regarding their expectations of the health occupations program.							
6.13 Maintain working relationships with the school supporting staff.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

STUDENT-VOCATIONAL ORGANIZATION COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
7.01 Establish a Health Occupations Students' Association. (H.O.S.A.)							
7.02 Inform prospective members and their parents about H.O.S.A.							
7.03 Assist in planning activities and supervise activities.							
7.04 Conduct leadership training sessions for the officers.							
7.05 Assist students with the financial management of H.O.S.A.							
7.06 Coordinate H.O.S.A. activities with instructional activities.							
7.07 Assist in the preparation of state and national reports, provide advice and training for student entries in state and national H.O.S.A. contests.							
7.08 Serve as an advisor or judge for district, state, regional, or national H.O.S.A. contests.							

PROFESSIONAL ROLE COMPONENT

Competency Statements							
8.01 Demonstrate exemplary professional and personal conduct.							
8.02 Exchange ideas with other teachers.							
8.03 Serve professional organizations as an officer and/or chairman or member of a committee.							
8.04 Maintain an active and continuing interest in professional field through reading, attendance at meetings and publication activities.							
8.05 Participate in experimental and other data collecting research activities.							
8.06 Assist teachers who are new in the system.							
8.07 Acquire new occupational skills needed to keep pace with technological advancement in health occupations.							
8.08 Update professional personnel file regularly.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

COORDINATION OF COOPERATIVE EDUCATION

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
9.01 Establish criteria for selection of student-learners for on-the-job education.							
9.02 Establish policies for student learners and on-the-job education.							
9.03 Place students in appropriate on-the-job training stations.							
9.04 Supervise on-the-job training.							
9.05 Correlate instruction with on-the-job training.							
9.06 Maintain records of individuals placed in on-the-job training.							

HOW IMPORTANT ARE THE FOLLOWING COMPETENCIES TO HEALTH OCCUPATIONS PROGRAMS

HEALTH CARE ENVIRONMENT COMPONENT

Competency Statements	Importance						N/A
	High		Medium		Low		
	6	5	4	3	2	1	
10.01 Identify learning outcomes best achieved in the clinical setting.							
10.02 Evaluate a student's readiness to enter the clinical environment.							
10.03 Plan for the use of patients in training demonstrations or practice sessions.							
10.04 Coordinate actions of student-learners with other members of a health care team.							
10.05 Supervise student practice in a clinical environment.							
10.06 Give appropriate feedback for student performance in a clinical environment.							
10.07 Orient students to their professional responsibilities in the clinical setting.							
10.08 Analyze statutes regulating health occupations to determine training needs.							
10.09 Make valid recommendations regarding needed revision and improvement of health care procedures and equipment.							
10.10 Counsel students with problems adjusting to illness or death.							
10.11 Describe organizational flow chart of the clinical facility.							
10.12 Interpret to students acceptable standards of behavior and appearance in the clinical environment.							
10.13 Correct a student for a violation of standards of behavior or appearance in the clinical environment.							
10.14 Prepare and conduct clinical evaluation conferences.							



*School of Vocational Education
College of Agriculture*

LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE
BATON ROUGE · LOUISIANA · 70803
August 4, 1981

Dear Health Occupations Educator:

The purpose of this instrument is to determine your perceived level of competency as it relates to each health occupations competency statement.

In order to develop an exemplary health occupations teacher education program, it is important to identify the areas in which teachers have the greatest strengths and the greatest weaknesses.

Please do not identify yourself by writing your name on the questionnaire, since we are only concerned with identifying the areas of greatest need for improving health occupations instruction in our state.

Please read each competency statement and rate your personal level of competency using the following scale:

High	- High level of competency
Above Average	- Above average level of competency
Average	- Average level of competency
Below Average	- Below average level of competency
Minimal	- Minimal level of competency
None	- No level of competency
N/A	- Not applicable to my program

We appreciate your help in assisting us in this study.

Sincerely,

Charles W. Smith
Project Director

Connie L. Casente
Research Coordinator

jw

Health Occupations Instructional Program

INDIVIDUAL ASSESSMENT OF HEALTH OCCUPATIONS COMPETENCIES

Planning Component

Competency Statements							
	High	Above Average	Average	Below Average	Minimal	None	N/A
1.01 Select job tasks, conditions, and standards for which instructional plans are to be designed.							
1.02 Sequence performance goals (terminal objectives) for a course.							
1.03 Identify the unit topics for a course.							
1.04 Determine objectives for a unit.							
1.05 Identify lesson topics for a unit.							
1.06 Identify the specific objectives for a lesson.							
1.07 Determine group and individual learning experiences for a lesson based on individual differences of students.							
1.08 Select methods of evaluating students' performance throughout a unit.							
1.09 Select teaching techniques for a lesson.							
1.10 Select methods of evaluating students' attainment of lesson objectives.							
1.11 Select materials and equipment for a lesson demonstration.							
1.12 Select and modify prefabricated or commercial aids for a lesson. (charts, transparencies, motion picture, video tape, slides, audio tapes)							
1.13 Prepare a lesson plan. (Integrate objectives, learning experiences, evaluation, teaching techniques, and learning resources.)							
1.14 Prepare information sheets (handouts), and assignment sheets.							
1.15 Obtain textbooks, references and other printed instructional material.							
1.16 Develop original instructional materials. (Individualized learning packages, learning modules, or lesson kits.)							
1.17 Prepare teaching materials.							
1.18 Prepare simulation or learning game.							
1.19 Design and conduct a community occupational survey.							
1.20 Prepare a questionnaire for collection of occupational data.							
1.21 Identify the competencies needed for entry into an occupation.							
1.22 Develop health occupations courses by clustering and sequencing related tasks.							
1.23 Analyse collected occupational data to determine priorities among training needs.							
1.24 Collect data on projected student enrollment.							
1.25 Identify the role and function of the advisory committee.							
1.26 Establish the criteria for selection of advisory committee members.							
1.27 Organize an advisory committee.							
1.28 Plan the annual program of work to be considered by the advisory committee.							

Competency Statements						
	High	Above Average	Average	Below Average	Minimal	None
1.29 Serve as the liaison for the advisory committee and the school administration.						
1.30 Work effectively with the advisory committee.						
1.31 Develop long-range plans for the health occupations program.						
1.32 Prepare a long-range budget which identifies the financial needs of the health occupational program.						
1.33 Maintain continual follow-up information on placement, employment, and training status of each graduate.						
1.34 Obtain follow-up data from employers of graduates.						
1.35 Determine reasons students drop out of health occupations programs.						
1.36 Assess the relevancy of the course offerings in the health occupations program.						
1.37 Assess the adequacy and relevancy of the health occupations program facilities and equipment.						
1.38 Provide for articulation between health occupations programs.						
1.39 Develop procedures for working with the disadvantaged and with minority groups.						
1.40 Develop procedures for working with the handicapped.						
Teaching Component						
Competency Statements						
2.01 Direct students in gathering information from sources in the community, and on field trips.						
2.02 Present information using a simulation or learning game.						
2.03 Present information using group supervised study.						
2.04 Present information by having students "read chapter and answer questions in the book."						
2.05 Lead communication techniques. (Buzz groups, brainstorming, skits, debates, etc.)						
2.06 Present information using the case study method.						
2.07 Introduce a lesson or unit.						
2.08 Summarize a lesson or unit.						
2.09 Employ oral questioning techniques.						
2.10 Structure instruction so that students can progress at their own rate.						
2.11 Demonstrate a manipulative skill (procedure).						
2.12 Give a lecture.						
2.13 Give an illustrated talk.						
2.14 Use analogies to present information.						
2.15 Present information by the use of individualized instruction.						
2.16 Give an assignment.						
2.17 Present information through team teaching.						
2.18 Present information with assistance of a resource person.						
2.19 Present information with displays, models and real objects.						

		High	Above Average	Average	Below Average	Minimal	None	N/A
Competency Statements								
2.20	Use audio visual materials.							
2.21	Direct students in the practice of manipulative skills.							
2.22	Direct student activities on job related projects, laboratory projects and activities.							
2.23	Direct students in charting techniques. (record keeping)							
2.24	Provide remedial practice sessions.							
2.25	Construct subject matter diagnostic tests.							
2.26	Eliminate student deficiencies in attainment of a training objective.							
2.27	Use cumulative data on students' ability and achievement in evaluating performance.							
2.28	Formulate a system of grading consistent with school policy.							
2.29	Use a polaroid camera and/or video tape recorder to provide instant visual feedback on student performance.							
Evaluation Component								
Competency Statements								
3.01	Assess effectiveness of instruction through use of student's records.							
3.02	Assess quality of on-the-job training.							
3.03	Evaluate textbooks for content validity, reading level, and sex/cultural bias.							
3.04	Provide for student participation in the evaluation of instruction.							
3.05	Evaluate instruction through self-rating devices and instructional media, such as video or audio recording.							
3.06	Assign grades.							
3.07	Obtain information from employers or job supervisors regarding the quality of health occupations instruction.							
3.08	Assess the validity of instructional tests.							
3.09	Assess the reliability of instructional tests.							
3.10	Assess the cultural bias of tests used for program placement.							
Management Component								
Competency Statements								
4.01	Identify new equipment and materials needed in a health occupations course for the academic year.							
4.02	Recommend reference books and periodicals that should be added to the library.							
4.03	Prepare budget for equipment, supplies and travel.							

	High	Above Average	Average	Below Average	Minimal	None	N/A
4.04 Structure a filing system for records, report forms, student files and instructional materials.							
4.05 Complete reports required by State Department of Education, State Board of Nurse Examiners or the like.							
4.06 Arrange for essential safety apparel and devices.							
4.07 Maintain a record of safety instructions presented in compliance with safety laws and regulations.							
4.08 Inventory teaching materials, supplies and equipment.							
4.09 Schedule laboratory equipment for maximum utilization.							
4.10 Arrange layout of laboratory to simulate clinical environment.							
4.11 Establish a policy for use of health occupations facilities by outside groups and other school personnel.							
4.12 Formulate with students acceptable standards of behavior.							
4.13 Encourage students to exercise self-discipline.							
Guidance and Placement Component							
Competency Statements							
5.01 Determine students' background and environment.							
5.02 Analyze students' cumulative records.							
5.03 Maintain anecdotal records on students.							
5.04 Interpret national standardized tests, occupational tests, and inventories to students.							
5.05 Confer with student and parents.							
5.06 Conduct a counseling session with a student.							
5.07 Conduct a group counseling session.							
5.08 Assist students in developing good study habits.							
5.09 Work with other teachers and counselors to help students with individual problems.							
5.10 Assist students with their problems by working with agencies such as the health and welfare services.							
5.11 Present information to students on employment opportunities.							
5.12 Write letters of recommendation for students/graduates.							
5.13 Assist seniors/graduates in preparing for interview with potential employers.							
5.14 Assist students/graduates in securing and filling out applications for jobs, scholarships, educational loans, or college admissions.							

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INDIVIDUAL ASSESSMENT OF HEALTH OCCUPATIONS COMPETENCIES

School-Community Relations Component

Competency Statements	High	Above Average	Average	Below Average	Minimal	None	N/A
6.01 Participate in the development of policies regarding school-community relations.							
6.02 Inform the school and community about the health occupations program.							
6.03 Prepare news releases on activities of your program.							
6.04 Present activities of your health occupations program on radio or television.							
6.05 Speak to school and community groups on health occupations programs.							
6.06 Conduct an open house to familiarize members of the school and community with activities of health occupations programs.							
6.07 Maintain liaison with union officials and employers.							
6.08 Serve in professional non-vocational organizations to improve the image of the health occupations program.							
6.09 Serve in community organizations to improve the image of the health occupations program.							
6.10 Conduct opinion surveys in the school and community.							
6.11 Analyse enrollment trends of health occupations programs.							
6.12 Communicate with parents regarding their expectations of the health occupations program.							
6.13 Maintain working relationships with the school supporting staff.							

Student-Vocational Organization Component

Competency Statements	High	Above Average	Average	Below Average	Minimal	None	N/A
7.01 Establish a Health Occupations Students' Association (H.O.S.A.).							
7.02 Inform prospective members and their parents about H.O.S.A.							
7.03 Assist in planning activities and supervising activities.							
7.04 Conduct leadership training sessions for the officers.							
7.05 Assist students with the financial management of H.O.S.A.							
7.06 Coordinate H.O.S.A. activities with instructional activities.							
7.07 Assist in the preparation of state and national reports, provide advice and training for student entries in state and national H.O.S.A. contests.							
7.08 Serve as an advisor or judge for district, state, regional, or national H.O.S.A. contests.							

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INDIVIDUAL ASSESSMENT OF HEALTH OCCUPATIONS COMPETENCIES

Professional Role Component

Competency Statements							
	High	Above Average	Average	Below Average	Minimal	None	N/A
8.01 Demonstrate exemplary professional and personal conduct.							
8.02 Exchange ideas with other teachers.							
8.03 Serve professional organizations as an officer and/or chairman or member of a committee.							
8.04 Maintain an active and continuing interest in professional field through reading, attendance at meetings and publication activities.							
8.05 Participate in experimental and other data collecting research activities.							
8.06 Assist teachers who are new in the system.							
8.07 Acquire new occupational skills needed to keep pace with technological advancement in health occupations.							
8.08 Update professional personnel file regularly.							
Coordination of Cooperative Education Component							
Competency Statements							
9.01 Establish criteria for selection of student learners for on-the-job education.							
9.02 Establish policies for student learners and on-the-job education.							
9.03 Place students in appropriate on-the-job training stations.							
9.04 Supervise on-the-job training.							
9.05 Correlate instruction with on-the-job training.							
9.06 Maintain records of individuals placed in on-the-job training.							

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INDIVIDUAL ASSESSMENT OF HEALTH OCCUPATIONS COMPETENCIES

Health Care Environment Component

Competency Statements							
	High	Above Average	Average	Below Average	Minimal	None	N/A
10.01 Identify learning outcomes best achieved in the clinical setting.							
10.02 Evaluate a student's readiness to enter the clinical environment.							
10.03 Plan for the use of patients in training demonstrations or practice sessions.							
10.04 Coordinate actions of student-learners with other members of a health care team.							
10.05 Supervise student practice in a clinical environment.							
10.06 Give appropriate feedback for student performance in a clinical environment.							
10.07 Orient students to their professional responsibilities in the clinical setting.							
10.08 Analyse statutes regulating health occupations to determine training needs.							
10.09 Make valid recommendations regarding needed revision and improvement of health care procedures and equipment.							
10.10 Counsel students with problems adjusting to illness or death.							
10.11 Describe organizational flow chart of the clinical facility.							
10.12 Interpret to students acceptable standards of behavior and appearance in the clinical environment.							
10.13 Correct a student for a violation of standards of behavior or appearance in the clinical environment.							
10.14 Prepare and conduct clinical evaluation conferences.							

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PROFESSIONAL EDUCATION NEEDS ASSESSMENT AND PROFILE OF
HEALTH OCCUPATIONS EDUCATORS IN LOUISIANA

1. General Information: Please respond to the following items in a manner which best relates to you and to your employment.
1. My sex is:
☐ Male
☐ Female
 2. What is your age: ____ (include 1981)
 3. Number of years of teaching experience: ____ Years
 4. Number of years of work in health occupational speciality prior to teaching:
 ____ Years
 5. Do you presently teach in a secondary or post-secondary program?
☐ Secondary
☐ Post-Secondary
 6. Your professional rank: (title)
☐ Instructor
☐ Coordinator
☐ Instructor and Coordinator
☐ Other
☐ Specify _____
 7. Please check the type of course you teach primarily. (The most hours)
☐ Dental assistant
☐ Dental lab technician
☐ Other dental ____ (Please specify) _____
☐ Medical lab assistant
☐ Medical lab technician
☐ Other medical lab ____ (Please specify) _____
☐ Licensed practical nurse
☐ Nurses' assistant
☐ Surgical technician
☐ Other nursing ____ (Please specify) _____
☐ Mental health assistant
☐ Inhalation (respiratory) therapy technician
☐ Medical assistant
☐ Health aide
☐ Medical emergency technician
☐ Ward clerk
☐ Child care or day care helper
☐ I.V. technician
☐ Continuing education programs
☐ Health careers
☐ Other (Please specify) _____
 8. Your faculty status is:
☐ Part time
☐ Full time (40 hours week)

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II. Please respond to the following in the manner which best relates to your education.

1. Please check the degrees earned and your major area of study.

Degree's Held and Major Area of Study

☐ Associate
☐ Bachelors
☐ Specialist Certificate
☐ Masters
☐ Doctorate
☐ Non-Degreed

2. Do you have a health occupation license or certificate?

☐ Yes (Please specify) _____
☐ No

3. Do you have a teaching certificate?

☐ Yes VTIE Other (Please specify) _____
☐ No If no, are you working on certification:
☐ Yes (Please specify) _____
☐ No

4. Did you complete a degree program which included teacher education prior to teaching?

☐ Yes
☐ No

5. Are you currently enrolled in a teacher education program?

☐ Yes
☐ No

6. Would you be interested in pursuing a degree program in Vocational Education, including courses designed specifically for the health occupations instructor, if they were available in Louisiana? Please check your preference.

☐ Bachelors
☐ Masters
☐ Specialist
☐ Doctor of Education
☐ Doctor of Philosophy

7. In the school in which you teach, do you anticipate an increased need for health occupations educators in the next five years?

☐ Yes
☐ No

8. Do you think that a vocational health occupations teacher education program should be instituted in Louisiana?

☐ Yes
☐ No

9. If health occupations education courses were offered in the state at the graduate level, which graduate residence center would you attend?

☐ New Orleans ☐ Alexandria ☐ Eunice
☐ Baton Rouge ☐ Shreveport ☐ None

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APPENDIX C

**MINIMUM REQUIREMENTS FOR TEACHERS OF
SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS PROGRAMS**

INITIAL CERTIFICATION REQUIREMENTS FOR BEGINNING
TEACHERS OF SECONDARY AND POST-SECONDARY
HEALTH OCCUPATIONS PROGRAMS

Legend:	Required to have teaching certificate issued by the State	Preservice Orientation Required	Length of time initial certification granted (years)	Perceived adequacy of present certification requirements	Comments
S = Secondary					
PS = Post- Secondary					
B = Both					
X = Did not specify					
A = Adequate					
I = Inadequate					
States					
Alabama	S		8		
Alaska	S		5	A	
Arizona	No	No	6	A	
Arkansas	B	B	1	A*	* S - Inadequate
California	B	B	2	A*	* PS - Inadequate
Colorado	B	B	5	A	
Connecticut	B	PS	5	A	
Delaware	S		6	A	
District of Columbia		B	1	A	
Florida	B	No	1	A*	* PS - Inadequate
Georgia	PS	B	1	A	
Hawaii	X				
Idaho	B	B	1	A*	* PS - Inadequate
Illinois	S		*	A	* Indefinite Time
Indiana	S	S	3*	I*	* S - 3 years; PS - none
Iowa	B	No	6	I	
Kansas	PS		1	A	
Kentucky	B		1	I	
Louisiana	B		1	A	
Maine		S			
Maryland	S	S	5	A	
Massachusetts	B	B	2	*	* Adequate in parts, I - in others
Michigan	No	No	1	A	

Source: Lutz, Juanita F. A Survey of Certification Requirements for Secondary and Post-secondary Teachers of Health Occupations in the United States." Unpublished Ph.D. dissertation, Tennessee University, 1977.

(cont'd)

INITIAL CERTIFICATION REQUIREMENTS FOR BEGINNING
TEACHERS OF SECONDARY AND POST-SECONDARY
HEALTH OCCUPATIONS PROGRAMS

Legend:					
S = Secondary					
PS = Post-Secondary					
B = Both					
X = Did not specify					
A = Adequate					
I = Inadequate					
States	Required to have teaching certificate issued by the State	Preservice Orientation Required	Length of time initial certification granted (years)	Perceived adequacy of present certification requirements	Comments
Minnesota	B			A*	* PS - Inadequate
Mississippi	B	No	1	I	
Missouri	B	B	2	A	
Montana	B	No	2	A	
Nebraska	S		1	I	
Nevada	B		5	A	
New Hampshire					
New Jersey	B	B	1	A	
New Mexico	B	PS		A	
New York	S	S	5	A*	* PS - Inadequate
North Carolina	S	S	3	A	
North Dakota	B	B	1	I	
Ohio	B	S	1	A	
Oklahoma	S	B	1	A	
Oregon	X		1		Competency Options
Pennsylvania	S	S	3	A	
Rhode Island					
South Carolina	S		5	A	
South Dakota	B	B	1	A	
Tennessee	S	B	5	I	Certification Being Revised
Texas	S	S	1	A*	* PS - Inadequate
Utah	S	S	3	I	
Vermont	S	S	1	A*	* S - Inadequate
Virginia	B	B	5	I	
Washington	B		1	A	
West Virginia	B	B	1	I	
Wisconsin			2		
Wyoming	S	S	5	A	

MINIMUM WORK EXPERIENCE REQUIREMENTS FOR BEGINNING
TEACHERS OF SECONDARY AND POST-SECONDARY
HEALTH OCCUPATIONS PROGRAMS

States	Number of years of recent work experience required	Work experience requirements met by substituting directed work experience from an approved teacher education institution	Comments
Alabama			
Alaska	2		
Arizona	1	No	
Arkansas	3	No	
California	3	No	
Colorado	2	No	
Connecticut	3	No	
Delaware	2	No	
District of Columbia	5	Yes	
Florida	2	No	
Georgia	2	Yes	
Hawaii	3		
Idaho	3	Yes	
Illinois	1	Yes	
Indiana	3	No	*Being Planned
Iowa	3	Yes	*2 years in nursing programs
Kansas	2		
Kentucky	2	No	
Louisiana	2	No	
Maine	3		*1 year of teaching experience
Maryland	*	Yes	*Not applicable
Massachusetts	6	No	
Michigan	2	Yes	
Minnesota	3	Yes	

(cont'd) MINIMUM WORK EXPERIENCE REQUIREMENTS FOR BEGINNING
TEACHERS OF SECONDARY AND POST-SECONDARY
HEALTH OCCUPATIONS PROGRAMS

States	Number of years of recent work experience required	Work experience requirements met by substituting directed work experience from an approved teacher education institution	Comments
Mississippi	2		
Missouri	3	No	
Montana	2	No	
Nebraska	2	Yes	
Nevada	3	No	
New Hampshire			
New Jersey	3	No	
New Mexico	2	Yes *	*To gain recent work experience
New York	1*	Yes	*Plus one year student teaching
North Carolina	3	No	
North Dakota	3	No	
Ohio	4	Yes	
Oklahoma	2	Yes	
Oregon	2		
Pennsylvania	2		
Rhode Island			
South Carolina	3	Yes	
South Dakota	3	Yes	
Tennessee	2*	No	*3 years for certified lab assistant instructors
Texas	2	No	
Utah	6	Yes	
Vermont	3	No	
Virginia	2	No	
Washington	3	No	
West Virginia	2	No	
Wisconsin	1	Yes	
Wyoming	1	Yes	

**MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF
SECONDARY AND POST-SECONDARY PRACTICAL NURSING PROGRAMS**

States	Legend:					Comments
	Associate Degree in Nursing	Diploma School of Nursing	Baccalaureate Degree in Nursing	Baccalaureate Degree (other)	Master's Degree (specify type)	
					Registered Professional Nurse, currently licensed by the State to practice nursing	
Alabama				B	B	
Alaska			PS		PS	
Arizona		B			B	
Arkansas		B			B	
California	B	*			B	*Director of Program
Colorado	S	PS			B	
Connecticut		PS			PS	
Delaware		B			B	
District of Columbia		B			B	
Florida		PS			B	
Georgia	PS				PS	
Hawaii			X		X	*Dir.-Master's in Nursing
Idaho		S PS			B	
Illinois	B				B	
Indiana	B*					*Working toward B.S. Degree
Iowa	B				B	
Kansas	PS				PS	
Kentucky	X				PS	
Louisiana		B			B	
Maine			S		B	P.S./30 hrs. on B.S.N.
Maryland	B				B	
Massachusetts			PS*PS*			*Either degree
Michigan	B				B	

(cont'd) MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF
SECONDARY AND POST-SECONDARY PRACTICAL NURSING PROGRAMS

States	Associate Degree in Nursing	Diploma School of Nursing	Baccalaureate Degree in Nursing	Baccalaureate Degree (other)	Master's Degree (specify type)	Registered Professional Nurse, currently licensed by the State to practice nursing	Comments
Minnesota	PS					PS	
Mississippi	B					B	
Missouri	B					B	LPN's as teacher aides (P.S.)
Montana	B					B	
Nebraska	B					B	
Nevada	S	PS				B	
New Hampshire							
New Jersey						B	
New Mexico	B					B	
New York	S					B	
North Carolina	PS					PS	
North Dakota	B					B	
Ohio	B					B	
Oklahoma	B					B	
Oregon							
Pennsylvania		PS					
Rhode Island							
South Carolina	B					B	
South Dakota	B					PS	LPN's as teacher aides
Tennessee	B					B	LPN's as teacher aides
Texas	B					B	
Utah	B					B	
Vermont		B				B	
Virginia	B					B	
Washington						B	
West Virginia	PS					PS	
Wisconsin		X*					*MSN after 7/75
Wyoming	PS	B				B	

MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF
SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS
PROGRAMS OTHER THAN PRACTICAL NURSING

Legend:						
S = Secondary						
PS = Post-Secondary						
B = Both						
X = Did not specify						
States	High School Graduate	High School Graduate plus professional training in the occupational area	Associate Degree	Baccalaureate Degree	Master's Degree	Licensed or certified to practice their health profession
Alabama				B		B
Alaska				B		B
Arizona		B				B
Arkansas		B				B
California		B				B
						Prefer work experience to degree
Colorado						B
Connecticut				B		B
Delaware			B			X
District of Columbia		B				B
Florida			B			B
Georgia		B				B
Hawaii		B				B
Idaho				B		B
Illinois			B			B
Indiana		B				B
Iowa		PS				B
Kansas				PS		PS
Kentucky		B				B
Louisiana		B				B
Maine		S				S
						Be enrolled in degree program
Maryland		B				B
Massachusetts				B		B
Michigan		B				B

(cont'd)

MINIMUM ACADEMIC REQUIREMENTS FOR BEGINNING TEACHERS OF
SECONDARY AND POST-SECONDARY HEALTH OCCUPATIONS
PROGRAMS OTHER THAN PRACTICAL NURSING

Legend:	High School Graduate	High School Graduate plus professional training in the occupational area	Associate Degree	Baccalaureate Degree	Master's Degree	Licensed or certified to practice their health profession	Comments
S = Secondary							
PS = Post- Secondary							
B = Both							
X = Did not specify							
States							
Minnesota			B			B	
Mississippi		B				B	
Missouri		B				B	
Montana			B			B	
Nebraska		B				B	
Nevada			B			B	
New Hampshire							
New Jersey		B				B	
New Mexico		S		PS		B	
New York		S				S	
North Carolina		PS	S			PS	
North Dakota		B				B	
Ohio			B			B	
Oklahoma				B		B	
Oregon							Competency options
Pennsylvania		S				S	
Rhode Island							
South Carolina				B		B	
South Dakota			B			B	
Tennessee		B				B	
Texas		B				B	
Utah		B				B	
Vermont		B				B	
Virginia		B				B	
Washington						B	
West Virginia		B				B	
Wisconsin		B				X	
Wyoming		S		PS		B	

EDUCATIONAL REQUIREMENTS FOR INITIAL CERTIFICATION
OF SECONDARY AND POST-SECONDARY
HEALTH OCCUPATIONS TEACHERS

States	Semester Hours Per Time Unit of Professional Education Courses			Total Hours of Required Education Courses	Comments
	Level	Hours	Years		
Alabama	S	22	8	66½	
Alaska	X	6	5	6	
Arizona		None		None	
Arkansas				12	
California	B	12	2	24	
Colorado	B	4	1	4	
Connecticut				6	
Delaware				60	
District of Columbia	B	18	2	18	
Florida	B	3	1	3	
Georgia	PS	13	1	13	
Hawaii	X	18	5	30	
Idaho	B	60	2	60	
Illinois					
Indiana					
Iowa	B	8	4	8	
Kansas	PS	12	3	12	
Kentucky	B	12	10	24	
Louisiana	B	3	1	3	
Maine					
Maryland	S	18	1	18	
Massachusetts	B	2	2	4	
Michigan		None		None	

EDUCATIONAL REQUIREMENTS FOR INITIAL CERTIFICATION
OF SECONDARY AND POST-SECONDARY
HEALTH OCCUPATIONS TEACHERS

States	Semester Hours Per Time Unit of Professional Education Courses			Total Hours of Required Education Courses	Comments
	Level	Hours	Years		
Minnesota					
Mississippi	B	24	5	24	
Missouri	B	20	6	20	
Montana	B	12	8	32	
Nebraska					
Nevada					
New Hampshire					
New Jersey	X	15	1	33	
New Mexico	PS	8	5	8	S-6 hr. general ed. courses
New York	S	6	1	12	
North Carolina	S	12	3	12	
North Dakota	B	14	5	16	
Ohio	S	6	2	12	
Oklahoma	B	8	1	8	
Oregon	S	32	*	32	*Competency Option
Pennsylvania	S	X	X	X	
Rhode Island					
South Carolina	X	6	1	6	
South Dakota	B	3	1	3	
Tennessee	B	18	5	18	
Texas	S	14	2	14	
Utah	S	9	3	9	
Vermont					
Virginia	B	12	5	12	
Washington	X	*		*	*Competency Demonstrated
West Virginia	B	5	1	5	
Wisconsin	X	6	2	6	
Wyoming	S	18	3	42	

Note: All quarter hours were converted to semester hours in order to provide a common denomination.

APPENDIX D

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS IN HEALTH OCCUPATIONS

BY: National Center for Education Statistics

ALLIED HEALTH

- 17.01 Dental Services
 - *17.0101 Dental Assisting
 - 17.0102 Dental Hygiene
 - 17.0103 Dental Laboratory Technology
 - 17.0199 Dental Services, Other
- 17.02 Diagnostic and Treatment Services
 - 17.0201 Cardiopulmonary Technology
 - 17.0202 Dialysis Technology
 - 17.0203 Electrocardiograph Technology
 - 17.0204 Electroencephalograph Technology
 - *17.0205 Emergency Medical Technology - Ambulance
 - *17.0206 Emergency Medical Technology - Paramedic
 - 17.0207 Medical Radiation Dosimetry
 - 17.0208 Nuclear Medical Technology
 - 17.0209 Radiograph Medical Technology
 - *17.0210 Respiratory Therapy Technology
 - 17.0211 Surgical Technology
 - 17.0212 Ultrasound Technology
 - 17.0299 Diagnostic and Treatment Services, Other
- 17.03 Medical Laboratory Technologies
 - 17.0301 Blood Bank Technology
 - 17.0302 Chemistry Technology
 - 17.0303 Clinical Animal Technology
 - 17.0304 Clinical Laboratory Aide
 - 17.0305 Clinical Laboratory Assisting
 - 17.0306 Cytotechnology
 - 17.0307 Hematology Technology
 - 17.0308 Histologic Technology
 - 17.0309 Medical Laboratory Technology
 - 17.0310 Medical Technology
 - 17.0311 Microbiology Technology

- 17.0399 Medical Laboratory Technologies, Other
- 17.04 Mental Health/Human Services
 - 17.0401 Alcohol/Drug Abuse Specialty
 - *17.0402 Community Health Work
 - 17.0403 Genetic Counseling
 - 17.0404 Home Health Aide
 - 17.0405 Mental Health/Human Services Assisting
 - 17.0406 Mental Health/Human Services Technology
 - 17.0407 Rehabilitation Counseling
 - 17.0408 Therapeutic Child Care Work
 - 17.0499 Mental Health/Human Services, Other
- 17.05 Miscellaneous Allied Health Services
 - 17.0501 Animal Technology
 - 17.0502 Central Supply Technology
 - *17.0503 Medical Assisting
 - 17.0504 Medical Illustrating
 - 17.0505 Medical Office Management
 - 17.0506 Medical Records Technology
 - 17.0507 Pharmacy Assisting
 - 17.0508 Physician Assisting-Primary Care
 - 17.0509 Physician Assisting-Specialty
 - 17.0510 Podiatric Assisting
 - 17.0511 Veterinarian Aide
 - 17.0512 Veterinarian Assisting
 - *17.0513 Ward Clerk
 - *17.0599 Miscellaneous Allied Health Services, Other
- 17.06 Nursing-Related Services
 - 17.0601 Geriatric Aide
 - *17.0602 Nursing Assisting
 - 17.0603 Obstetrical Technology
 - 17.0604 Pediatric Aide
 - *17.0605 Practical Nursing
 - 17.0606 Ward Service Management
 - *17.0699 Nursing-Related Services, Other

- 17.07 Ophthalmic Services
 - 17.0701 Ophthalmic Dispensing
 - 17.0702 Ophthalmic Laboratory Technology
 - 17.0703 Ophthalmic Medical Assisting
 - 17.0704 Optometric Assisting
 - 17.0705 Optometric Technology
 - 17.0706 Orthoptics
 - 17.0799 Ophthalmic Services, Other
- 17.08 Rehabilitation Services
 - 17.0801 Art Therapy
 - 17.0802 Corrective Therapy
 - 17.0803 Dance Therapy
 - 17.0804 Exercise Physiology
 - 17.0805 Manual Arts Therapy
 - 17.0806 Music Therapy
 - 17.0807 Occupational Therapy
 - *17.0808 Occupational Therapy Assisting
 - 17.0809 Occupational Therapy Aide
 - 17.0810 Orthotic/Prosthetic Assisting
 - 17.0811 Orthotics/Prosthetics
 - 17.0812 Orthopedic Assisting
 - 17.0813 Physical Therapy
 - 17.0814 Physical Therapy Aide
 - 17.0815 Physical Therapy Assisting
 - 17.0816 Recreational Therapy
 - 17.0817 Recreational Therapy Technology
 - *17.0818 Respiratory Therapy
 - 17.0819 Respiratory Therapy Assisting
 - 17.0820 Speech/Hearing Therapy Aide
 - 17.0821 Speech-Language Pathology/Audiology
 - 17.0899 Rehabilitation Services, Other

* HOE programs in operation in Louisiana

APPENDIX E
SUGGESTED READINGS

SUGGESTED READINGS

- Casente, Constance L. "The Development of a Rating Scale for Assessing Teaching Competencies of Health Occupations Educators in the State of Louisiana." Unpublished dissertation, Louisiana State University, August, 1981.
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- Nardone, Thomas. "The Job Outlook in Brief: Based on the Occupational Outlook Handbook, 1982-83 Edition." Occupational Outlook Quarterly, Vol. 26(1), Spring 1982.
- Report on 1976-77 Follow-Up Study Program on Noncollegiate Sponsored Instruction. University of the State of New York.